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1981

ACCOUNTABILITY REPORT
FOR
VOCATIONAL EDUCATION

FISCAL YEAR 1981

STATE BOARD OF EDUCATION

RALEIGH, NORTH CAROLINA

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CERTIFICATION

All certifications required for the FY1981 Accountability Report are included in the Five Year State Plan for Vocational Education. Both the State Plan and the FY1981 Accountability Report are developed and submitted simultaneously; thus certifications included in the State Plan apply to the FY81 Accountability Report.

These certifications are:

- Certificate of State Board - Adoption of Plan
- Certificate of State Board
    - Non-Delegation of Responsibilities
    - Notification to Eligible Recipients to Establish Advisory Councils
    - Representatives Required in Section 107 Were Afforded Opportunity To Be Involved
    - Section 107 Representatives Met
- Certificate of Consultants for Sex Equity
- Certificate of the State Advisory Council
- Certificate of Public Hearing
- Certificate of Members of State Plan Group (Sec. 107)
- Governor's Sign-Off (A-95)

Chapter One

INTRODUCTION

The purpose of the Accountability Report is to show the extent to which the State has achieved the goals and objectives included in the Annual State Plan for Vocational Education for FY1981. The Accountability Report is required by federal regulations.

The Accountability Report is divided into six chapters as follows:

- Chapter 1. An Introduction
- Chapter 2. A description of major differences between projected program enrollments and completions and actual enrollments and completions as set forth in the FY1981 State Plan by instructional program areas - on a program-by-program basis.
- Chapter 3. A description of projected activities, projected benefits, and actual accomplishments by funding category as set forth in the FY1981 State Plan by purpose of the Vocational Education Act. This chapter also includes information on maintenance of effort, formula allocations, and matching requirements.
- Chapter 4. A summary of evaluations conducted by the state and results accomplished.
- Chapter 5. A description of the consideration given each recommendation in the evaluation report of the State Advisory Council as well as consideration given to other recommendations.
- Chapter 6. Part 6.1 describes the results of coordination between Vocational Education and CETA. Part 6.2 describes the composition and activities of the local advisory councils.

Some parts of the Accountability Report, where appropriate, are divided into three sections - one for secondary, one for postsecondary, and one for adult vocational education.

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Chapter Two

COMPARISON OF GOALS AND ACCOMPLISHMENTS IN MEETING EMPLOYMENT NEEDS

Table 1 shows the degree to which the state has achieved goals of the State Plan for Vocational Education in 1981 pertaining to enrollment and completion. Table 1 of this report relates to Table 13 of the State Plan for 1981. Table 1 also shows the degree to which the state has achieved goals of the State Plan for Vocational Education of 1981 pertaining to expenditures.

Table 2 contains discussions of possible reasons for deviation from what was projected.

Tables 3 and 4 of this report relate to Table 14 of the State Plan for 1981; Tables 3 and 4 show the degree to which the state has achieved goals of the State Plan for Vocational Education of 1981 pertaining to consumer and homemaking needs.

General Discussion of Deviations at the Secondary Level

The projections shown in the FY1981 State Plan were derived primarily on the basis of 1978-79 enrollment and completion data. In essence the deviations appeared over a two-year period rather than one year as it might appear. The current system of data collection does not always supply as much data breakdown as may be needed for accurate projections; however, a new data collection system is being field tested with full implementation expected for FY1982. Also, the state agency does not control course offerings nor enrollments; because of the lack of state control, it is difficult to project enrollments and completions with accuracy.

Information on enrollments and completions in this report are based on data received from the Information Systems Division of the North Carolina Department of Public Instruction.

Because FY1981 enrollments and completions are compared to FY1979 projections, a significant deviation in Table 1 is considered to be a deviation of 50% or greater between FY1979 projections and actual FY1981 enrollments and completions. Additionally, deviations based on fewer than 30 students are not addressed since statewide implications would not be significant.

Some assumptions may be made in addition to the recognition of a lack of systematic approaches to projections.

One assumption is that vocational students are completing their elected program of vocational education as a result of greater awareness of their career goals resulting from prevocational training.

Another assumption may be that in a tight economic situation there is more recognition of the need for having a particular salable skill; thus, students are completing programs at a higher rate than projected.

Awareness of high youth unemployment, greater in North Carolina for youth without vocational training than for those who have completed vocational programs, may also contribute to a higher completion rate than projected.

A minor contributing factor may be that a slight decrease in the dropout rate may have a slight impact on the number of completers.

Research is needed to determine contributing factors as there is currently no accurate data base to make sound determinations on the high/low deviations between actual and projected, other than unrealistic projections in many areas in the past.

Hopefully, the Vocational Education Data System will provide more accurate data upon which to develop the Accountability Report and will lessen the deviations between projected and actual.

TABLE 1. ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1981

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
					Proj.		Act.							
					C C	T I	C C	T I	Projected	Actual	Difference	Projected	Actual	Difference
AGRICULTURE 01.00	01.0100	Agricultural Production	1,980	Sec.					5,396	5,571	+175	861	1,576	+715
				P-Sec.	X	X	X	X	1,275	752	-523	274	85	-189
				Adult	X	X	X	X	800	846	+46	-	-	
	01.0200	Agricultural Supplies/ Services	220	Sec.					128	38	-90	52	27	-25
				P-Sec.	X		X		5	1	-4	--	-	
				Adult										
	01.0300	Agricultural Mechanics	511	Sec.					2,502	2,192	-310	491	684	+193
				P-Sec.	X	X	X	X	85	74	-11	25	15	-10
				Adult	X	X	X	X	170	252	+82	10	5	-5
	01.0400	Agricultural Products	489	Sec.					140	38	-102	49	20	-29
				P-Sec.	X		X		20	26	+6	17	10	-7
				Adult	X	X	X	X	725	999	+274	-	-	
	01.0500	Ornamental Horticulture	1,161	Sec.					4,104	3,776	-328	995	1,522	+527
				P-Sec.	X	X	X	X	325	481	+156	125	89	-36
				Adult	X	X	X	X	1,950	2,485	+535	62	64	+2
	01.0600	Agricultural Resources	284	Sec.					616	494	-122	162	177	+15
				P-Sec.	X	X	X	X	250	193	-57	78	59	-19
				Adult	X	X	X	X	60	57	-3	32	27	-5
	01.0700	Forestry	389	Sec.					915	581	-334	185	210	+25
				P-Sec.	X	X	X	X	225	269	+44	86	60	-26
				Adult										
	01.9900	Other: Vet. Med.	115	Sec.					10,420	9,271	+1,149		483	483
				P-Sec.		X		X	130	132	+2	51	38	-13
				Adult										

TABLE 1. (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1981

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
					Proj.		Act.							
					C C	T I	C C	T I	Projected	Actual	Difference	Projected	Actual	Difference
		SUBTOTAL AGRICULTURAL	5,149	Sec.					24,221	21,969	-2,260	2,759	4,699	+1,940
				P-Sec.	X	X	X	X	2,315	1,928	-387	656	356	-300
				Adult	X	X	X	X	3,705	4,639	+934	104	96	-8
DISTRIBUTIVE AND MARKETING 04.00	04.0100	Advertising	343	Sec.					353	365	+12	87	185	+98
				P-Sec.	X		X		50	146	+96	12	10	-2
				Adult	X	X	X	X	1,100	1,735	+635	85	116	+31
	04.0200	Apparel and Accessories	642	Sec.					1,859	1,944	+85	592	971	+379
				P-Sec.		X		X	95	129	+34	17	6	-11
				Adult										
	04.0300	Automotive	308	Sec.					223	146	-77	95	99	+4
				P-Sec.										
				Adult										
	04.0400	Finance and Credit	190	Sec.					76	75	-1	39	60	+21
				P-Sec.	X	X	X	X	575	771	+196	65	33	-32
				Adult	X	X	X	X	2,500	2,698	+198	-	-	
	04.0500	Floristry	92	Sec.					80	72	-8	23	33	+10
				P-Sec.		X		X	50	60	+10	12	5	-7
				Adult										
	04.0600	Food Distribution	2,672	Sec.					1,525	1,642	+117	629	997	+368
				P-Sec.										
				Adult										
	04.0700	Food Services	3,326	Sec.					1,945	2,197	+252	689	1,223	+534
				P-Sec.	X	X	X	X	175	544	+369	36	14	-22
				Adult	X	X	X	X	12,800	10,691	-2,109	-	-	

TABLE 1. (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1981

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
					Proj.		Act.							
					CC	TI	CC	TI	Projected	Actual	Difference	Projected	Actual	Difference
DISTRIBUTIVE AND MARKETING 04.00	04.0800	General Merchandise	5,440	Sec.					3,598	3,325	-273	953	1,417	+464
				P-Sec.										
				Adult	X	X	X	X	1,000	791	-209	-	-	
	04.0900	Hardware, Building Materials	248	Sec.					177	193	+16	83	114	+31
				P-Sec.										
				Adult										
	04.1000	Home Furnishings	96	Sec.					106	65	-41	41	40	-1
				P-Sec.										
				Adult										
	04.1100	Hotel and Lodging	268	Sec.					40	31	-9	20	17	-3
				P-Sec.	X	X	X	X	165	222	+57	41	14	-27
				Adult										
	04.1200	Industrial Marketing	148	Sec.					176	157	-19	94	100	+6
				P-Sec.										
				Adult										
	04.1300	Insurance	578	Sec.					20	13	-7	12	12	0
				P-Sec.		X		X	15	81	+66	3	1	-2
				Adult	X	X	X	X	950	705	-245	-	-	
	04.1500	Personal Services	218	Sec.					420	382	-38	209	222	+13
				P-Sec.										
				Adult										
	04.1600	Petroleum	322	Sec.					90	0	90	53	0	53
				P-Sec.										
				Adult										

TABLE 1. (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1981

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
					Proj.		Act.							
					C C	T I	C C	T I	Projected	Actual	Difference	Projected	Actual	Difference
DISTRIBUTIVE AND MARKETING 04.00	04.1700	Real Estate	960	Sec.					29	17	-12	15	13	-2
				P-Sec.	X	X	X	X	1,000	549	-451	76	26	-50
				Adult	X	X	X	X	7,100	4,526	-2,574	-	-	
	04.1800	Recreation and Tourism	146	Sec.					180	107	-73	62	58	-4
				P-Sec.	X	X	X	X	225	225	-	34	39	+5
				Adult										
	04.1900	Transportation	3,460	Sec.					155	187	+32	56	121	+65
				P-Sec.	X	X	X	X	200	185	-15	50	26	-24
				Adult	X	X	X	X	665	671	+6	215	298	+83
	04.2000	Retail Trade, Other	1,309	Sec.					1,113	214	-899	165	121	-44
				P-Sec.	X	X	X	X	650	746	+96	112	142	+30
				Adult										
	04.3100	Wholesale Trade, Other	316	Sec.					411	1,190	+779	39	583	+544
				P-Sec.										
				Adult										
		SUBTOTAL DISTRIBUTION AND MARKETING	21,082	Sec.					12,576	12,322	-254	3,956	6,386	+2,430
				P-Sec.	X	X	X	X	3,200	3,658	+458	458	316	-142
				Adult	X	X	X	X	26,015	21,817	-4,198	300	414	+114
HEALTH 07.00	07.0101	Dental Assistant	270	Sec.						23	23			
				P-Sec.										
				Adult	X	X	X	X	365	377	+12	149	262	+113
	07.0102	Dental Hygienist (AAS Degree)	124	Sec.										
				P-Sec.	X	X	X	X	380	390	+10	110	120	+10
				Adult										

TABLE 1. (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1981

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
					Proj.		Act.							
					C C	T I	C C	T I	Projected	Actual	Difference	Projected	Actual	Difference
HEALTH 07.00	07.0103	Dental Laboratory Assistant	35	Sec.					0			0		
				P-Sec.		X		X	75	62	-13	26	15	-11
				Adult										
	07.0203	Medical Laboratory Technician	206	Sec.					0			0		
				P-Sec.	X	X	X	X	215	290	+75	71	102	+31
				Adult	X	X	X	X	90	46	-44	17	40	+23
	07.0301	Nursing (AAS Degree)	1,534	Sec.					0			0		
				P-Sec.	X	X	X	X	2,750	3,076	+326	928	1,131	+203
				Adult	X	X	X	X	150	212	+62	-	-	
	07.0302	Practical (Voc.) Nurse	706	Sec.					0			0		
				P-Sec.										
				Adult	X	X	X	X	2,700	2,795	+95	976	1,033	+57
	07.0303	Nursing Assistant (Aide)	1,773	Sec.					86	35	-51	23	24	+1
				P-Sec.										
				Adult	X	X	X	X	30,785	29,234	-1,551	505	496	-9
	07.0305	Surgical Technology	43	Sec.					0			0		
				P-Sec.										
				Adult	X	X	X	X	180	141	-39	80	116	+36
	07.0402	Physical Therapy	137	Sec.					0			0		
				P-Sec.	X	X	X	X	165	190	+25	63	26	-37
				Adult										
	07.0499	Other Rehabilitation	145	Sec.					0			0		
				P-Sec.	X	X	X	X	250	266	+16	98	73	-25
				Adult		X		X	50	44	-6	21	40	+19

TABLE 1. (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1981

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type Proj. CC	Type Proj. TI	Type Act. CC	Type Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Difference	Completers Projected	Completers Actual	Completers Difference
HEALTH 07.00	07.0501	Radiologic Technology	126	Sec.					0			0		
				P-Sec.	X	X	X	X	400	458	+58	105	217	+112
				Adult										
	07.0503	Nuclear Medical Technology	20	Sec.					0			0		
				P-Sec.	X	X	X	X	30	36	+6	11	20	+9
				Adult										
	07.0600	Opthalmic	85	Sec.					0			0		
				P-Sec.		X		X	90	73	-17	19	1	-18
				Adult		X		X	20	31	+11	9	15	+6
	07.0700	Environmental Health Tech.	20	Sec.					0			0		
				P-Sec.										
				Adult										
	07.0800	Mental Health Technology	76	Sec.					0			0		
				P-Sec.	X	X	X	X	385	456	+71	90	114	+24
				Adult										
	07.0903	Inhalation Thrp. Tech. (Respirat.)	80	Sec.					0			0		
				P-Sec.	X	X	X	X	285	339	+54	33	74	+41
				Adult										
	07.0904	Medical Assistant	209	Sec.					5,538	6,060	+522	777	2,414	+1,637
				P-Sec.	X	X	X	X	145	216	+71	40	68	+28
				Adult	X	X	X	X	255	477	+222	130	144	+14
	07.0906	Health Aide	527	Sec.					8	12	+4	8	8	0
				P-Sec.	X	X	X	X	675	941	+266	41	54	+13
				Adult										

TABLE 1. (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1981

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type Proj. CC	Type Proj. TI	Type Act. CC	Type Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Difference	Completers Projected	Completers Actual	Completers Difference
HEALTH 07.00	07.0907	Medical Emergency Technology	47	Sec.					0			0		
				P-Sec.	X	X	X	X	70	195	+125	19	59	+40
				Adult	X	X	X	X	12,900	16,044	+3,144	-	-	
	07.0909	Mortuary Science	42	Sec.					0			0		
				P-Sec.		X		X	65	83	+18	11	21	+10
				Adult										
	07.9900	Other: Pharmacy Tech.	32	Sec.					980	859	-121		117	+117
				P-Sec.		X		X	63	79	+16	32	5	-27
				Adult										
	07.9900	Other: First Aid & Safety	1,054	Sec.					0			0		
				P-Sec.										
				Adult	X	X	X	X	7,300	8,170	+870	-	-	
		SUBTOTAL HEALTH	7,291	Sec.					6,612	7,005	+393	804	2,595	+1,791
				P-Sec.	X	X	X	X	6,043	7,150	+1,107	1,697	2,100	+403
				Adult	X	X	X	X	54,795	57,571	+2,776	1,887	2,146	+259
OCCUPATIONAL HOME EC. 09.00	09.0201	Care & Guidance of Children	910	Sec.					1,810	1,858	+48	596	961	+365
				P-Sec.	X	X	X	X	2,425	2,451	+26	403	404	+1
				Adult	X	X	X	X	3,085	1,956	-1,129	612	325	-287
	09.0202	Clothing Mgmt., Production Services	98	Sec.					995	846	-149	383	497	+114
				P-Sec.										
				Adult	X	X	X	X	5,575	6,956	+1,381	67	31	-36
	09.0203	Food Mgmt., Production and Services	810	Sec.					1,975	2,174	+199	748	1,311	+563
				P-Sec.	X		X		5	3	-2	-	-	
				Adult	X	X	X	X	2,900	1,009	-1,891	-	-	

TABLE 1. (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1981

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
					Proj.		Act.							
					C C	T I	C C	T I	Projected	Actual	Difference	Projected	Actual	Difference
OCCUPATIONAL HOME ECONOMICS 09.00	09.0204	Home Furnishings, Equipment, Services	300	Sec.					144	104	-40	46	57	+11
				P-Sec.		X		X	135	436	+301	28	45	+17
				Adult	X	X	X	X	4,100	1,514	-2,586	38	46	+8
	09.0205	Institutional, Home Mgmt., Services	280	Sec.					40	21	-19	18	17	-1
				P-Sec.										
				Adult					4,100			38		
	09.0299	Other	200	Sec.					230	179	-51	97	126	+29
				P-Sec.										
				Adult										
		SUBTOTAL OCCUPATIONAL HOME ECONOMICS	2,618	Sec.					5,194	5,182	-12	1,888	2,696	+1,081
				P-Sec.	X	X	X	X	2,565	2,890	+325	431	449	+18
				Adult	X	X	X	X	15,660	11,435	-4,225	717	402	-315
BUSINESS AND OFFICE 14.00	14.0100	Accounting and Computing	4,004	Sec.					710	1,138	+428	301	969	+668
				P-Sec.	X	X	X	X	3,400	4,864	+1,464	527	523	-4
				Adult	X	X	X	X	2,500	2,819	+319	-	-	
	14.0201	Computer and Console Operators	128	Sec.					0	1,631	1,631	0	718	+718
				P-Sec.								141		
				Adult	X	X	X	X	350	404	+54	141	125	-16
	14.0203	Programmers	326	Sec.					0			0		
				P-Sec.	X	X	X	X	3,100	7,187	+4,087	379	613	+234
				Adult										
	14.0299	Other Business Data Processing	432 ✓	Sec.					1,320	0	1,320	303		
				P-Sec.										
				Adult	X	X	X	X	1,200	2,179	+979	-	-	

TABLE 1. (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1981

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
					Proj.		Act.							
					C C	T I	C C	T I	Projected	Actual	Difference	Projected	Actual	Difference
BUSINESS AND OFFICE 14.00	14.0300	Filing, Office Machines, Clerical	3,814	Sec.					640	219	-421	476	192	-112
				P-Sec.	X	X	X	X	3,200	3,255	+55	476	373	-103
				Adult	X	X	X	X	1,050	719	-331	-	-	
	14.0400	Information/ Communications	1,693	Sec.					15	0	15	8	0	-8
				P-Sec.	X	X	X	X	300	256	-44	33	12	-21
				Adult	X	X	X	X	35	107	+72	21	71	+50
	14.0500	Materials Support, Transportation	3,187	Sec.					35	0	35	21	0	-21
				P-Sec.										
				Adult										
	14.0600	Personnel Training and Related	135	Sec.					9	0	-9	4	0	-4
				P-Sec.	X	X	X	X	75	67	-8	37	6	-31
				Adult	X	X	X	X	17,000	11,898	-5,102	-	-	
	14.0700	Steno, Secretarial and Related	3,562	Sec.					620	281	-339	274	229	-45
				P-Sec.	X	X	X	X	5,850	6,574	+724	751	699	-52
				Adult	X	X	X	X	1,700	1,845	+145	-	-	
	14.0800	Supervisory & Administration Management	2,631	Sec.					290	424	+134	106	252	+146
				P-Sec.	X	X	X	X	16,900	17,059	+159	2,465	1,693	-772
				Adult	X	X	X	X	2,200	3,565	+1,365	-	-	
	14.0900	Typing and Related	1,169	Sec.					7,180	8,135	+955	2,661	4,747	+2,086
				P-Sec.										
				Adult	X	X	X	X	5,200	5,382	+182	-	-	
	14.9900	Other	1,050	Sec.					150	287	+137	82	113	+31
				P-Sec.										
				Adult										

TABLE 1. (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1981

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
					Proj.		Act.							
					C C	T I	C C	T I	Projected	Actual	Difference	Projected	Actual	Difference
		SUBTOTAL BUSINESS & OFFICE	22,131	Sec.					10,969	12,150	+1,181	4,064	7,234	+3,170
				P-Sec.	X	X	X	X	32,825	39,262	+6,437	4,668	3,919	-749
				Adult	X	X	X	X	31,235	28,918	-2,317	162	196	+34
TECHNICAL 16.00	16.0101	Aeronautical Technology	1	Sec.					0			0		
				P-Sec.										
				Adult										
	16.0103	Architectural Technology	97	Sec.					0			0		
				P-Sec.	X	X	X	X	515	937	+422	122	105	-17
				Adult										
	16.0104	Automotive Technology	30	Sec.					0			0		
				P-Sec.	X	X	X	X	105	93	-12	17	16	-1
				Adult										
	16.0105	Chemical Technology	59	Sec.					0			0		
				P-Sec.	X	X	X	X	70	69	-1	25	16	-9
				Adult	X	X	X	X	165	61	-104	-	-	
	16.0106	Civil Technology	115	Sec.					0			0		
				P-Sec.	X	X	X	X	600	671	+71	125	125	+1
				Adult	X	X	X	X	1,150	1,284	+134	-	-	
	16.0107	Electrical Technology	61	Sec.					0			0		
				P-Sec.	X	X	X	X	355	360	+5	46	70	+24
				Adult										
	16.0108	Electronic Technology	421	Sec.					0			0		
				P-Sec.	X	X	X	X	2,150	3,276	+1,126	402	493	+91
				Adult	X	X	X	X	3,100	1,609	-1,491	-	-	

TABLE 1. (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1981

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
					Proj. C C	T I	Act. C C	T I	Projected	Actual	Difference	Projected	Actual	Difference
TECHNICAL 16.00	16.0109	Electromechanical Technology	62	Sec.					0			0		
				P-Sec.	X	X	X	X	250	266	+16	57	70	+13
				Adult										
	16.0110	Environmental Technology	105	Sec.					0			0		
				P-Sec.	X	X	X	X	425	398	-27	47	30	-17
				Adult										
	16.0111	Industrial Technology	346	Sec.					0			0		
				P-Sec.	X	X	X	X	2,500	2,499	-1	284	220	-64
				Adult	X	X	X	X	50	112	+62	-	-	
	16.0112	Instrumentation Technology	29	Sec.					0			0		
				P-Sec.	X	X	X	X	75	230	+155	11	47	+36
				Adult										
	16.0113	Mechanical Technology	174	Sec.					0			0		
				P-Sec.	X	X	X	X	715	774	+59	157	151	-6
				Adult	X	X	X	X	4,500	57	-4,443	-	-	
	16.0114	Metallurgical Technology	7	Sec.					0			0		
				P-Sec.										
				Adult										
	16.0117	Scientific Data Technology	9	Sec.					0			0		
				P-Sec.										
				Adult										
	16.0601	Commercial Pilot Training	37	Sec.					0			0		
				P-Sec.	X	X	X	X	115	122	+7	22	28	+6
				Adult										

TABLE 1. (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1981

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type Proj. CC	Type Proj. TI	Type Act. CC	Type Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Difference	Completers Projected	Completers Actual	Completers Difference
TECHNICAL 16.00	16.0602	Fire/Fire Safety Technology	57	Sec.					0			0		
				P-Sec.	X	X	X	X	450	424	-26	65	30	-35
				Adult										
	16.0604	Oceanographic Technology	65	Sec.					0			0		
				P-Sec.		X		X	150	162	+12	45	64	+19
				Adult										
	16.0605	Police Science	907	Sec.					0			0		
				P-Sec.	X	X	X	X	6,000	5,220	-780	966	750	-216
				Adult										
	16.9902	Water/Waste-Water Tech.	24	Sec.					0			0		
				P-Sec.		X		X	40	129	+89	6	30	+24
				Adult		X		X	85	70	-15	10	10	0
	16.9900	Other	182	Sec.					0			0		
				P-Sec.	X	X	X	X	1,700	1,550	-150	36	28	-8
				Adult										
		SUBTOTAL TECHNICAL	2,788	Sec.					0			0		
				P-Sec.	X	X	X	X	16,215	17,180	+965	2,433	2,274	-159
				Adult	X	X	X	X	9,050	3,193	-5,857	10	10	0
T & I 17.00	17.0100	Air Cond. Heating & Climate Control	248	Sec.					425	339	-86	125	124	-1
				P-Sec.										
				Adult	X	X	X	X	2,175	2,409	+234	239	691	+452
	17.0200	Appliance Repair	61	Sec.					126	80	-46	39	35	-4
				P-Sec.										
				Adult		X		X	30	22	-8	24	18	-6

TABLE 1. (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1981

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
					Proj.		Act.							
					C C	T I	C C	T I	Projected	Actual	Difference	Projected	Actual	Difference
TRADES AND INDUSTRIES 17.00	17.0301	Body and Fender Repair	149	Sec.					600	661	+61	153	202	+49
				P-Sec.										
				Adult	X	X	X	X	1,250	1,460	+210	154	289	+135
	17.0302	Auto Mechanics	1,344	Sec.					6,840	8,452	+1,612	807	2,281	+1,474
				P-Sec.										
				Adult	X	X	X	X	9,600	9,260	-340	574	715	+141
	17.0399	Automotive Specialization	291	Sec.					1,470	294	-1,176	799	179	-620
				P-Sec.										
				Adult	X	X		X	35	30	-5	17	15	-2
	17.0400	Aviation Occupations	57	Sec.					170	247	+77	52	75	+23
				P-Sec.	X		X		75	73	-2	21	21	0
				Adult	X	X	X	X	1,460	1,246	-214	5	5	0
	17.0500	Blueprint Reading		Sec.										
				P-Sec.										
				Adult	X	X	X	X	1,100	1,013	-87	-	-	
	17.0600	Business Machine Maintenance	140	Sec.					30	0	-30	19	0	-19
				P-Sec.										
				Adult										
	17.0700	Commercial Art Occupations	186	Sec.					90	49	-41	16	18	+2
				P-Sec.	X	X	X	X	875	2,656	+1,781	101	149	+48
				Adult	X	X	X	X	205	237	+32	27	55	+28
	17.0300	Commercial Fishery Occupations	140	Sec.										
				P-Sec.										
				Adult	X	X	X	X	1,350	1,417	+67	16	20	+4

TABLE 1. (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1981

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
					Proj.		Act.							
					C C	T I	C C	T I	Projected	Actual	Difference	Projected	Actual	Difference
TRADES AND INDUSTRIES 17.00	17.0900	Commercial Photography	108	Sec.					110	282	+172	19	93	+74
				P-Sec.		X		X	210	210	0	32	27	-5
				Adult										
	17.1001	Carpentry	2,425	Sec.					6,232	5,707	-525	1,212	1,679	+467
				P-Sec.	X		X		35	28	-7	12	9	-3
				Adult	X	X	X	X	3,250	3,327	+77	271	474	+203
	17.1002	Electricity	632	Sec.					3,065	1,546	-1,519	344	434	+90
				P-Sec.										
				Adult	X	X	X	X	3,200	3,276	+76	463	544	+81
	17.1004	Masonry	702	Sec.					4,940	4,847	-93	1,047	1,367	+320
				P-Sec.										
				Adult	X	X	X	X	2,500	2,259	-241	166	298	+132
	17.1007	Plumbing and Pipefitting	520	Sec.					230	170	-60	111	67	-44
				P-Sec.										
				Adult	X	X	X	X	300	426	+126	51	177	+126
	17.1099	Other Construction & Maintenance	1,792	Sec.					256	692	+436	76	234	+158
				P-Sec.										
				Adult	X	X	X	X	425	2,087	+1,662	172	311	+139
	17.1100	Custodial Service	4,964	Sec.					250	218	-32	130	109	-21
				P-Sec.										
				Adult										
	17.1200	Diesel Mechanic	156	Sec.					40	55	+15	36	32	-4
				P-Sec.										
				Adult	X	X	X	X	535	694	+159	76	102	+26

TABLE 1. (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1981

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
					Proj.		Act.		Projected	Actual	Difference	Projected	Actual	Difference
					C C	T I	C C	T I						
TRADES AND INDUATRIES 17.00	17.1300	Drafting Occupations	267	Sec.					6,300	6,854	+554	828	2,258	+1,430
				P-Sec.	X	X	X	X	875	1,283	+408	199	219	+20
				Adult	X	X	X	X	1,000	1,318	+318		167	+34
	17.1400	Electrical Occupations	259	Sec.					86	160	+74	34	95	+61
				P-Sec.										
				Adult	X	X	X	X	475	1,007	+532	273	291	+18
	17.1500	Electronics Occupations	250	Sec.					300	2,128	+1,828	55	679	+624
				P-Sec.	X	X	X	X	200	239	+39	87	10	-77
				Adult	X	X	X	X	975	1,047	+72	235	240	+5
	17.1600	Fabric Maintenance Services	495	Sec.										
				P-Sec.										
				Adult										
	17.1700	Foremanship/ Management Development	8,175	Sec.										
				P-Sec.										
				Adult	X	X	X	X	8,700	5,964	-2,736	-	-	
	17.1900	Graphic Arts Occupations	398	Sec.					2,090	2,135	+45	446	776	+330
				P-Sec.	X	X	X	X	135	274	+139	12	34	+22
				Adult	X	X	X	X	125	338	+213	95	91	-4
	17.2100	Instrument Maintenance/Repair	346	Sec.					12	27	+15	10	11	+1
				P-Sec.										
				Adult	X		X		30	51	+21	12	29	+17
	17.2200	Maritime Occupations	6	Sec.					205	196	-9	46	46	0
				P-Sec.										
				Adult		X		X	70	52	-18	14	12	-2

TABLE 1. (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1981

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
					Proj.		Act.							
					C C	T I	C C	T I	Projected	Actual	Difference	Projected	Actual	Difference
TRADES AND INDUSTRIES 17.00	17.2302	Machine Shop	389	Sec.					350	644	+294	60	193	+133
				P-Sec.	X	X	X	X	50	47	-3	12	15	+3
				Adult	X	X	X	X	2,000	1,919	-81	209	198	-11
	17.2303	Machine Tool Operation	1,196	Sec.						24	-24		14	-14
				P-Sec.										
				Adult	X	X	X	X	70	70	-37	17	10	-7
	17.2305	Sheet Metal	296	Sec.					50	100	+50	8	29	+21
				P-Sec.										
				Adult										
	17.2306	Welding and Cutting	476	Sec.					950	910	-40	183	273	+90
				P-Sec.	X		X		0	25	+25	0	5	+5
				Adult	X	X	X	X	4,700	7,449	+2,749	289	331	+42
	17.2307	Tool and Die Making	117	Sec.										
				P-Sec.										
				Adult		X		X	120	184	+64	31	45	+14
	17.2399	Other Metal-working Occupations	438	Sec.					240	31	-209	36	23	-13
				P-Sec.										
				Adult	X	X	X	X	290	82	-208	27	11	-16
	17.2601	Barbering	246	Sec.										
				P-Sec.										
				Adult										
	17.2602	Cosmetology	357	Sec.					847	974	+127	218	283	+65
				P-Sec.										
				Adult	X	X	X	X	1,950	2,034	+84	582	543	-39

TABLE 1. (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1981

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
					Proj.		Act.							
					C C	T I	C C	T I	Projected	Actual	Difference	Projected	Actual	Difference
TRADES AND INDUSTRIES 17.00	17.2699	Other Personal Services	360	Sec.					130	148	+18	56	86	+30
				P-Sec.										
				Adult	X	X	X	X	1,300	754	-546	-	--	
	17.2700	Plastics Occupations	75	Sec.					14	27	+13	7	14	+7
				P-Sec.										
				Adult	X	X	X	X	1,400	2,399	+999	-	-	
	17.2801	Firefighter Training	1,275	Sec.					6	7	+1	2	5	+3
				P-Sec.										
				Adult	X	X	X	X	20,100	21,855	+1,755	102	0	-102
	17.2802	Law Enforcement Training	2,319	Sec.					67	119	+52	21	69	+48
				P-Sec.										
				Adult	X	X	X	X	10,300	10,989	+689	765	787	+22
	17.2899	Other Public Services	1,194	Sec.					155	153	-2	53	97	+44
				P-Sec.										
				Adult										
	17.2900	Quality Food Occupations	3,485	Sec.					900	941	+41	330	513	+183
				P-Sec.	X	X	X	X	40	41	+1	20	26	+6
				Adult	X	X	X	X	245	403	+158	119	168	+49
	17.3000	Refrigeration	40	Sec.					16	8	-8	7	6	-1
				P-Sec.										
				Adult										
	17.3100	Small Engine Repair	144	Sec.					400	180	-220	97	37	-60
				P-Sec.										
				Adult	X	X	X	X	2,400	3,510	+1,110	179	167	-12

TABLE 1. (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1981

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
					Proj.		Act.							
					CC	TI	CC	TI	Projected	Actual	Difference	Projected	Actual	Difference
TRADES AND INDUSTRIES 17.00	17.3300	Textile Production/ Fabrication	10,609	Sec.					2,350	2,261	-89	914	1,059	+145
				P-Sec.										
				Adult	X	X	X	X	5,950	6,829	+879	-	-	
	17.3400	Leather Working	151	Sec.					35	0	-35	11	0	-11
				P-Sec.										
				Adult										
	17.3500	Upholstering	524	Sec.					110	98	-12	53	51	-2
				P-Sec.										
				Adult		X		X	175	180	+5	57	35	-22
	17.3600	Woodworking	690	Sec.					2,622	2,684	+62	574	714	+140
				P-Sec.										
				Adult	X	X	X	X	5,040	6,538	+1,498	42	52	+10
	17.9900	Other: Surveying	151	Sec.					7,970	7,889	-81	0	1,227	+1,227
				P-Sec.		X		X	60	60	0	10	10	0
				Adult		X		X	20	10	-10	11	5	-6
		SUBTOTAL TRADES AND INDUSTRIES	48,043	Sec.					51,079	52,338	+1,259	9,015	15,488	+6,473
				P-Sec.	X	X	X	X	2,555	4,936	+2,381	506	525	+19
				Adult	X	X	X	X	94,850	104,108	+9,258	5,447	6,896	+1,449
SPECIAL PROGRAMS	99.0100	Group Guidance		Sec.					101,500	101,470	-30			
				P-Sec.										
				Adult										
	99.0300	Remedial		Sec.						(2,436)*				
				P-Sec.	X	X	X	X	3,100	3,013	-87	-	-	
				Adult	X	X	X	X	800	624	-176	-	-	

*Students receiving supportive services included in program enrollment

TABLE 7. (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1981

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
					Proj.		Act.							
					C C	T I	C C	T I	Projected	Actual	Difference	Projected	Actual	Difference
SPECIAL PROGRAMS	99.0400	Industrial Arts		Sec.					15,793	15,992	1			
				P-Sec.										
				Adult										
	99.0600	Other Not Elsewhere Classified		Sec.										
				P-Sec.										
				Adult										
		SUBTOTAL SPECIAL PROGRAMS		Sec.					117,293	117,462	-169			
				P-Sec.	X	X	X	X	3,100	3,013	-87	-	-	
				Adult					800					
SUMMARY- SKILLS DEVELOPMENT PROGRAMS	01.00	Agriculture	5,149	Sec.					24,221	21,961	-2,260	2,759	4,699	+1,940
				P-Sec.	X	X	X	X	2,315	1,928	-387	656	356	-300
				Adult	X	X	X	X	3,705	4,639	+494	104	96	-8
	04.00	Distribution and Marketing	22,935	Sec.					12,576	12,322	-254	3,956	6,386	+2,430
				P-Sec.	X	X	X	X	3,200	3,658	+458	458	316	-142
				Adult	X	X	X	X	26,015	21,817	-4,198	300	414	+114
	07.00	Health	7,291	Sec.					6,612	7,005	+393	804	2,595	+1,791
				P-Sec.	X	X	X	X	6,043	7,150	+1,107	1,697	2,100	+403
				Adult	X	X	X	X	54,795	57,571	+2,776	1,887	2,146	+259
	09.02	Occupational Home Economics	2,618	Sec.					5,194	5,182	-12	1,888	2,969	+1,081
				P-Sec.	X	X	X	X	2,565	2,890	+325	431	449	+18
				Adult	X	X	X	X	15,660	11,435	-4,225	717	402	-315
	14.00	Business and Office	22,131	Sec.					10,969	12,150	+1,181	4,064	7,234	+3,170
				P-Sec.	X	X	X	X	32,825	39,262	+6,437	4,668	3,919	-749
				Adult	X	X	X	X	31,235	28,918	-2,317	162	196	+34

TABLE 1. (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1981

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
					Proj.		Act.		Projected	Actual	Difference	Projected	Actual	Difference
					CC	TI	CC	TI						
SUMMARY - SKILLS DEVELOPMENT PROGRAMS	16.00	Technical	2,788	Sec.					0			0		
				P-Sec.	X	X	X	X	16,215	17,180	+965	2,433	2,274	-159
				Adult	X	X	X	X	9,050	3,193	-5,857	10	10	0
	17.00	Trades and Industries	48,043	Sec.					51,097	52,338	+1,259	9,015	15,488	+6,473
				P-Sec.	X	X	X	X	2,555	4,936	+2,381	506	525	+19
				Adult	X	X	X	X	94,850	104,108	+9,258	5,447	6,896	+1,449
		SUBTOTAL - SKILLS DEVELOPMENT PROGRAMS	110,956	Sec.					110,651	110,958	+307	22,486	39,371	+16,885
				P-Sec.	X	X	X	X	65,718	77,004	+11,286	10,849	9,939	-910
				Adult	X	X	X	X	235,310	231,681	-3,629	8,627	10,160	+1,533
		SUBTOTAL - SPECIAL PROGRAMS		Sec.					117,293	117,462	-169			
				P-Sec.	X	X	X	X	3,100	3,013	-87	-	-	
				Adult	X	X	X	X	800	624	-176	-	-	
		STATE TOTAL (Consumer and Homemaking Programs)		Sec.					52,944	49,376	-3,568			
				P-Sec.										
				Adult	X	X	X	X	33,500	50,130	+16,630	-	-	
		STATE TOTAL (Related to Vocational Education Programs)		Sec.					280,888	277,796	-3,092	22,486	39,371	+16,885
				P-Sec.	X	X	X	X	68,818	80,017	+11,199	10,849	9,939	-910
				Adult	X	X	X	X	269,610	282,435	+12,825	8,627	10,160	+1,533
				Sec.										
				P-Sec.										
				Adult										
				Sec.										
				P-Sec.										
				Adult										

TABLE 1. Enrollments and Completions; A Comparison Between FY1980 and FY1981 - Summary Report

Comparison of Actual Enrollments and Actual Completers for each Program Area Between the years of 1980 and 1981.

Comparison of Actual Enrollments	1980	1981	Diff.	% Deviation
Agriculture	23,052	21,961	-1,091	-5
Marketing & Distribution	12,319	12,322	+3	-
Health Occupations	6,775	7,005	+230	+3
Occupational Home Economics	5,175	5,182	+1	-
Business & Office	10,673	12,150	+1,477	+14
Trade & Industry	52,158	52,338	+180	-
Sub. Total Skills	110,152	110,958	+806	-
Sub. Spec. Programs	123,729	117,462	-6,267	-5
Consumer Home Economics	51,847	49,376	-2,471	-5
GRAND TOTAL	285,728	277,796	-7,932	-3
Industrial Arts	(16,338)	(15,992)	-346	-2

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Comparison of Completions	1980	1981	Diff.	% Deviation
Agriculture	4,941	4,699	-242	-5
Marketing & Distribution	6,331	6,386	+55	-
Health Occupations	2,400	2,595	+195	+8
Occupational Home Economics	3,037	2,696	-341	-11
Business & Office	6,653	7,234	+581	+9
Trade & Industry	15,717	15,488	-229	-1
Sub. Skills	39,079	39,371	+292	-
TOTAL ALL PROGRAMS	39,079	39,371	+292	-

TABLE: 1

GOALS TO MEET EMPLOYMENT NEEDS
FY 1981

Program Area	O. E. Program Number	Instructional Program	Level	Projected Funding			Expenditures		
				Federal	State	Local	Federal	State	Local
SUMMARY - SKILLS DEVELOPMENT PROGRAMS	01.00	Agriculture	Sec.	122,619	7,466,608	3,124,025	32,478	6,499,829	2,593,000
			P-Sec.	21,965	1,773,151	188,162	21,492	1,594,456	24,536
			Adult	23,310	413,729	67,654	22,980	483,885	5,835
	04.00	Distribution and Marketing	Sec.	909,554	3,876,805	1,622,052	1,535,608	2,648,594	1,710,311
			P-Sec.	25,345	2,451,008	260,094	24,799	1,814,368	56,470
			Adult		2,044,295	475,038		1,060,238	9,669
	07.00	Health	Sec.		2,038,281	852,815		1,911,970	795,142
			P-Sec.	601,516	4,580,321	486,050	586,559	8,143,850	158,234
			Adult	372,966	6,885,049	1,001,715	367,684	6,048,735	89,168
	09.02	Occupational Home Economics	Sec.	414,164	1,601,155	669,922	764,251	1,710,086	947,663
			P-Sec.	57,448	1,964,636	208,481	56,211	791,860	17,899
			Adult	17,826	1,946,931	285,954	17,574	1,524,572	8,305
	14.00	Business and Office	Sec.	865,233	3,381,413	1,414,782	1,022,611	3,480,347	1,456,138
			P-Sec.	648,826	25,141,981	2,667,994	634,850	14,644,726	56,637
			Adult	8,227	2,417,829	570,355	8,111	1,247,116	3,001
	16.00	Technical	Sec.						
			P-Sec.	293,999	12,419,717	1,317,944	287,666	14,929,420	146,410
			Adult		682,258	165,254		568,925	1,045
	17.00	Trades and Industries	Sec.	2,957,269	15,746,623	6,588,318	3,769,527	14,337,174	6,979,430
			P-Sec.	32,103	1,957,181	207,669	31,412	3,960,854	1,495,084
			Adult	948,871	22,147,070	1,730,422	935,434	26,474,918	7,684,905
	SUBTOTAL - SKILLS DEVELOPMENT PROGRAMS		Sec.	5,268,839	34,110,885	14,271,914	7,124,475	30,588,000	14,481,684
			P-Sec.	1,681,202	50,287,996	5,336,394	1,644,989	45,879,534	1,955,270
			Adult	1,371,200	36,537,161	4,296,392	1,351,783	37,408,389	7,801,928

TABLE: I

GOALS TO MEET EMPLOYMENT NEEDS

FY 1981

Program Area	O. E. Program Number	Instructional Program	Level	Projected Funding			Expenditures		
				Federal	State	Local	Federal	State	Local
SPECIAL PROGRAMS	99.0100	Group Guidance	Sec.	1,711,632	479,269	938,957	1,711,632	1,267,873	1,238,740
			P-Sec.						
			Adult						
	99.0300	Remedial	Sec.						
			P-Sec.	8,449	2,374,414	251,966		1,208,213	
			Adult		600,865	14,608		250,224	
	99.0400	Industrial Arts	Sec.		1,104,214	490,049		2,256,156	937,635
			P-Sec.						
			Adult						
	99.0500	Vol. Firefighters	Sec.						
			P-Sec.						
			Adult						
	99.0600	Other Not Elsewhere Classified	Sec.						
			P-Sec.						
			Adult						
		SUBTOTAL SPECIAL PROGRAMS	Sec.	1,711,632	1,583,483	1,429,006	1,711,632	3,524,029	2,176,375
			P-Sec.	8,449	2,374,414	251,966		1,208,213	
			Adult		600,865	14,608		250,224	
			Sec.						
			P-Sec.						
			Adult						
			Sec.						
			P-Sec.						
			Adult						

TABLE: 1

GOALS TO MEET EMPLOYMENT NEEDS
FY 1981

Program Area	O. E. Program Number	Instructional Program	Level	Projected Funding			Expenditures		
				Federal	State	Local	Federal	State	Local
		SUBTOTAL - VOCATIONAL AND TECHNICAL SKILLS	Sec.	5,268,839	34,110,885	14,271,914	7,124,475	30,588,000	14,481,684
			P-Sec.	1,681,202	50,287,996	5,336,394	1,644,989	45,679,534	1,955,270
			Adult	1,371,200	36,537,161	4,296,392	1,351,783	37,408,389	7,801,928
		SUBTOTAL SPECIAL PROGRAMS	Sec.	1,711,632	1,583,483	1,429,006	1,711,632	3,524,029	2,176,375
			P-Sec.	8,449	2,374,414	251,966		1,208,213	
			Adult		600,865	14,608		250,224	
		SUBTOTAL CONSUMER AND HOMEMAKING	Sec.	1,263,569	6,995,496	3,112,200	1,263,563	8,939,196	3,975,823
			P-Sec.						
			Adult		1,100,000	507,600		1,983,523	3,443
		GRAND TOTAL - ALL PROGRAMS	Sec.	8,244,040	42,689,864	18,813,120	10,099,670	43,051,225	20,633,882
			P-Sec.	1,689,651	52,662,410	5,588,360	1,644,989	47,087,747	1,955,270
			Adult	1,371,200	38,238,026	4,818,600	1,351,783	39,642,136	7,801,928

TABLE 2: ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: AGRICULTURAL EDUCATION

DEVIATIONS	SUMMARY AND IMPLICATIONS
01.0100 AGRICULTURAL PRODUCTION	01.0100
SEC. Deviation between projected and actual is 83 percent for completers.	SEC. Projections made were based on past year's completions. Two years prior to this time, many schools shifted from agri-business courses to AGRICULTURAL PRODUCTION which are just beginning to show up as completers. Some adjustments were made in projections; however, they were not sufficient to take care of the increase. Other factors that have influenced the increase of completers include: -Technical knowledge in farming is expanding rapidly. Local planners and students realize the need for skill development training to keep abreast of these changes. -More "service" occupations related to Agriculture appear yearly. Enrollment and completers reflect planning to provide training for these occupations through the Agricultural Production program. -Changes in Vo-Ag departments from two teachers to one teacher affect completers. Usually when this change is made, Agricultural Production is the main program retained with a noticeable increase in enrollment. The AGRICULTURAL PRODUCTION course appears to be meeting the needs of more students in areas where changes were made.
	ADULT Projections for adult completers were left out due to the reduction in emphasis on adult education in many LEAs. Also, many Vo-Ag teachers do not conduct these programs because of reduced employment and extra school duties. The fact that there were 144 completers indicated there is a need and desire for such training. Vocational agricultural teachers realize the need for adult training to update and improve skills in agricultural/agribusiness occupations.

TABLE 2: (continued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: AGRICULTURAL EDUCATION

	DEVIATIONS		SUMMARY AND IMPLICATIONS
			For adult education through the secondary school system to be effective, more resources, both human and fiscal, need to be made available. Teachers should be reimbursed for extra efforts put forth to meet these educational needs.
P-S.	Decreased Enrollment	P-S.	A declining opportunity for a career in farming has resulted in decreased enrollment.
01.0200	AGRICULTURAL SUPPLIES AND SERVICES	01.0200	
SEC.	Deviation(s) between "projected" and "actual" is 70 percent for enrollment and 100 percent for completers.	SEC.	AGRICULTURAL SUPPLIES AND SERVICES, which provided many students for agricultural cooperative training, was discontinued as a course in 1977-78. Estimates were made based upon previous enrollment in the ACT program; therefore, they were in error due to the loss of the principle supplier. Deviations in this area are due partly to the misunderstanding of teachers on where or how to code students in agricultural cooperative training. More instruction is needed for a better understanding of coding.
P-S.	Decreased Enrollment	P-S.	It was anticipated that enrollment in a program of Agricultural Chemicals would increase. This did not occur.
01.0300	AGRICULTURAL MECHANICS	01.0300	
ADULT	Deviation(s) between "projected" and "actual" is 320 percent for enrollment and 4 percent for completers.	ADULT	Projections for adult completers were low due to the reduction in emphasis on adult education in many LEAs. Also, many Vo-Ag teachers do not conduct these programs because of reduced employment and extra school duties. The fact that there were 32 more completers than were projected indicates there is a need and desire for such training. Vocational Agricultural teachers realize the need for adult training to update and improve skills in agriculture/agribusiness occupations.

TABLE 2: (conintued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: AGRICULTURAL EDUCATION

	DEVIATIONS	SUMMARY AND IMPLICATIONS
		For adult education through the secondary school system to be effective, more resources, both human and fiscal, need to be made available. Teachers should be reimbursed for extra efforts put forth to meet these educational needs.
01.0400		
SEC.	Deviations between "projected" and "actual" is 73 percent for enrollment and 50 percent for completions.	Projections in both enrollment and completions were adjusted downward due to the fact that many teachers discontinued the program because of lack of lab facilities. The cost for facilities to train students in agricultural products occupations are much greater than labs for other programs. As a result, none have been constructed since the program was introduced. Projections were overly optimistic for enrollment in the ACT programs. The loss of teachers and the reduction in ACT programs contributed to the errors. Implications point to the need to put more emphasis on agricultural cooperative training programs in areas where there is a need for training in this cluster of agricultural occupations. There is a need to conduct job surveys to determine the need for programs to provide training in this cluster.
ADULT	Projected Enrollment	Through an error, an enrollment projection of 700 was not made.
01.0500		
SEC.	Deviations between "projected" and "actual" is 53 percent for completions.	Because several schools shifted to AGRICULTURAL PRODUCTION from ORNAMENTAL HORTICULTURE the previous year, projections were lowered. The number of students in the upper levels of ORNAMENTAL HORTICULTURE in schools which retained this program continued at a higher level than was anticipated.

TABLE 2: (continued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: AGRICULTURAL EDUCATION

	DEVIATIONS		SUMMARY AND IMPLICATIONS
			Therefore, projections were very low for completions. Other factors which contributed to the deviation include the following: -A higher percentage of students enrolled in Level II Ornamental Horticulture continued into Level III than had been the trend in the past. -Senior students are sometimes placed in Level III courses without having been enrolled in Level I or II. -Senior students enrolled in Ornamental Horticulture as an "interest" or consumer program rather than skill development. This implies that there is a continuing interest in and need for more comprehensive training in this cluster.
P-S.	Increased Enrollment	P-S.	Public interest in shrubs and plants has increased a demand for individuals with knowledge of Horticulture.
ADULT	Increased Enrollment	ADULT	The increased enrollment occurred because more individuals enrolled in supplemental courses.
ADULT		ADULT	
SEC.	Deviations between "projected" and "actual" is 55 percent for completers.	SEC.	Completions in most occupational clusters increased while those for Ornamental Horticulture decreased. Possible reasons for this deviation include the following: -A shift in the demand for training in technical agriculture in farming and service occupations away from Ornamental Horticulture. -Ornamental Horticulture training has been included in the community schools program in many areas which reduced the programs through the secondary vocational teacher. The Vocational Agricultural teacher should be aware of other training programs, including the community schools program, and assist in coordinating the total adult education effort related to Agriculture.

TABLE 2: (conintued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: AGRICULTURAL EDUCATION

DEVIATIONS		SUMMARY AND IMPLICATIONS	
01.0900	OTHER	01.0900	
SEC.	Deviations between "projected" and "actual" is 100 percent for completers.	SEC.	No projections were made in this category because most enrollees are in the course "Fundamentals of Agriculture," which is not considered an exit-level program. In some schools seniors were enrolled in "Fundamentals of Agriculture" and were categorized as completers. This course is introductory and exploratory in nature and not skill development; therefore, no projections were made. This course is beneficial for any student and does contain some competency development suitable for job entry skills. When taken at the senior level, it should be considered a practical arts or consumer type program.
01.0100	AGRICULTURE EDUCATION	01.0100	
SEC.	Deviations between "projected" and "actual" is minus 5 percent for enrollment and minus 5 percent completers between 1980-81.	SEC.	Projections were made based upon past years' enrollment and completions. The deviations in both areas were due primarily to: -A reduction in the number of Vocational Agriculture teachers. Six teachers were lost which would account for approximately 60% of the deviation. -A drop in senior enrollment for the past three years due to the scope and sequence requirements. It is more difficult for them to enroll in an exit-level course without the prerequisites. This has had a direct effect on the number of completers. -The addition of other vocational programs in some schools resulted in lower enrollment in Agricultural Education. Students change from Agriculture to programs which are better suited to their interests. -A reduction in fiscal resources at the local level dictated cuts in teachers and student enrollment. -Several teachers being assigned to teach one or more classes in another program area resulted in a lower enrollment in Agriculture.

TABLE 2: (continued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: AGRICULTURAL EDUCATION

DEVIATIONS	SUMMARY AND IMPLICATIONS
	Agricultural Education prepares for occupations in farming and in agribusiness occupations. While the number of farmers is reducing, the employment opportunities and training needs in agribusiness occupations are increasing. These training needs cannot be met because of the decreasing emphasis on Agricultural Education. Some of the most rural counties in the state do not provide for training in this area.

TABLE 2: (Continued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: MARKETING AND DISTRIBUTIVE EDUCATION

	DEVIATIONS		**SUMMARY AND IMPLICATIONS**
04.0100	ADVERTISING	04.0100	
SEC.	Deviation between "projected" and "actual" is 113 percent for completers.	SEC.	Completer estimates were projected as are normally done for all vocational education courses. ADVERTISING courses are specialized and thus result in a much higher rate of completion.
P-S.	Increased Enrollment	P-S.	An increase in enrollment occurred in a program of Visual Merchandising.
ADULT	Increased Enrollment	ADULT	The demand for courses in advertising was larger than was anticipated.
04.0200		04.0200	
SEC.	Deviation between "projected" and "actual" is 64 percent for completers.	SEC.	Students in co-op Marketing and Distributive Education courses are placed in areas of career interests and in areas where employment demands draw part-time personnel. The apparel and accessories market growth has drawn a larger number of enrollees and thus completers.
P-S.	Increased Enrollment	P-S.	A larger number enrolled in a program of Fashion Merchandising than was expected to enroll.
04.0400	FINANCE AND CREDIT	04.0400	
SEC.	Deviation between "projected" and "actual" is 54 percent for completers.	SEC.	Service areas of the economy are growing rapidly thus creating many part-time jobs. Completer rate reflects more employment demand drawing co-op students into this area.
P-S.	Increased Enrollment	P-S.	More individuals enrolled in a program of Banking and Finance than were anticipated.

TABLE 2: (Continued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: MARKETING AND DISTRIBUTIVE EDUCATION

	DEVIATIONS		SUMMARY AND IMPLICATIONS
04.0600	FOOD DISTRIBUTION	04.0600	
SEC.	Deviation between "projected" and "actual" is 59 percent for completers.	SEC.	Population growth and longer store hours create the need for more personnel in the food distribution area. Completer rate reflects the student response to employment demand.
04.0700	FOOD SERVICES	04.0700	
SEC.	Deviation between "projected" and "actual" is 78 percent for completers.	SEC.	The demand for personnel to staff increasing number of restaurants has caused students to respond to this employment area. Many co-op students are placed in this segment of the marketing economy.
P-S.	Increased Enrollment	P-S.	During the last two years, part-time student enrollment has increased approximately four times.
ADULT	Decreased Enrollment	ADULT	The demand for supplementary courses in this area was not as large as had been anticipated.
04.1300	INSURANCE	04.1300	
P-S.	Increased Enrollment	P-S.	The need for individuals trained in insurance has increased the demand for training in insurance.
04.1600	PETROLEUM	04.1600	
SEC.	Deviation(s) between "projected" and "actual" is 100 percent for enrollment and 100 percent for completers.	SEC.	With the change of self-service and large company-owned petroleum distribution stations, the opportunities for part-time customer service employees has been diminished with greater need for full-time management persons.
04.1700	REAL ESTATE	04.1700	
P-S.	Decreased Enrollment	P-S.	The decreased enrollment occurred because of the economic conditions and reduced need for those trained in real estate.

TABLE 2: (continued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: MARKETING AND DISTRIBUTIVE EDUCATION

	DEVIATIONS		SUMMARY AND IMPLICATIONS
04.1900	TRANSPORATION	04.1900	
SEC.	Deviation between "projected" and "actual" is 116 percent for completers.	SEC.	Increased demand for transportation of products and passengers is creating greater demand for students in transportation and travel marketing. As teachers respond to this employment demand, more completions occur to serve this employment demand area of the economy.
04.2000	RETAIL TRADE, OTHER	04.2000	
SEC.	Deviation between "projected" and "actual" is 81 percent for enrollment.	SEC.	As marketing and distributive education teacher-coordinators utilize IDECC intructional materials and as competency-based competitive events have become a reality, more students are a clearly identifiable career area. Formerly many students were categorized here for lack of a clearly defined career goal.
04.3100	WHOLESALE TRADE, OTHER	04.3100	
SEC.	Deviation(s) between "projected" and "actual" is 190 percent for enrollment and 1395 percent for completers.	SEC.	North Carolina's economy has grown so rapidly in the areas of marketing, merchandising and management that increased wholesale operations have been formed to serve the growing number of retail outlets. The growth reflects the student response to employment needs and especially the placement opportunities for student in co-op marketing and distributive education courses.

TABLE 2: (continued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: HEALTH OCCUPATIONS EDUCATION

DEVIATIONS		SUMMARY AND IMPLICATIONS	
07.0203	MEDICAL LABORATORY TECHNICIAN	07.0203	
P-S.	Increased Enrollment	P-S. ADULT	The emphasis of this program is changing from a one-year program to a two-year program. Therefore, the adult enrollment is decreasing and the PS enrollment is increasing. NOTE: Health Occupations Education at the secondary level in North Carolina applies the cluster curriculum approach and is therefore not compatible for reporting using the Vocational Education Data System. It should be noted that this approach affects the total reliability of projections and deviations. An adaption has been made for Health Occupations Education reporting purposes as follows: 7930 Introduction to Health Occupations Education and 7931 Health Occupations Education I are reported as 07.9900; 7932 Health Occupations Education II is reported as 07.0904. These are not totally representative of the program's competencies, but an effort to simplify the situation.
07.0303	NURSING ASSISTANT	07.0303	NURSING ASSISTANT
SEC.	Enrollments are 59 percent less than those projected.	SEC.	Refer to the introductory note. It might be assumed that this deviation is a reflection of too high a projection.
07.0904	MEDICAL ASSISTANT	07.0904	MEDICAL ASSISTANT
SEC.	Completions are 211 percent more than those projected.	SEC.	Refer to the above note. It might be assumed that projections were made prior to the decision of federally coding Health Occupations Education II as 07.0904.

TABLE 2: (continued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: HEALTH OCCUPATIONS EDUCATION

	DEVIATIONS		SUMMARY AND IMPLICATIONS
P-S.	Increased Enrollment	P-S.	
ADULT	Increased Enrollment	ADULT	An increased demand for training as medical office assistants occurred in both the one-year and two-year programs.
07.0907	MEDICAL EMERGENCY TECHNOLOGY	07.0907	
P-S.	Increased Enrollment	P-S.	An additional program was authorized and accounted for part of the increase.
ADULT		ADULT	Additional numbers of individuals were trained for work with volunteer rescue squads.
07.9900	OTHER	07.9900	OTHER
SEC.	Completions are 100 percent more than projected.	SEC.	Refer to the above note. It might be assumed that this deviation is a reflection of a too conservative projection or that reporting failed to adhere to the identified federal codes for secondary Health Occupations Education or that projections were made prior to decision to code Health Occupations Education courses 7930 and 7931 as 07.9900.
07.00	HEALTH - SUBTOTAL	07.00	HEALTH - SUBTOTAL
SEC.	Actual completers show 223 percent more than projected.	SEC.	Refer to above note. It might be assumed that too conservative a projection was made. The past trend in secondary Health Occupations Education has been of the total enrollment statewide, 33% - 42% have been completers. Also, various cooperative education course offerings; i.e., Industrial Cooperative Training, may be reflected in this total count as well.

TABLE 2: (continued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: CONSUMER AND HOMEMAKING EDUCATION

	DEVIATIONS		SUMMARY AND IMPLICATIONS
09.0201	CARE & GUIDANCE OF CHILDREN	09.0201	.Increased interest in area by students. .Increased support provided from K-12 schools for learning environment. .Less expensive to implement than other occupational home economics courses. .Expansion of job opportunities in areas created by demand (more working mothers).
SEC.	Deviation between "projected" and "actual" is +61 percent for completers.		
ADULT	Decreased Enrollment	ADULT	The demand for supplementary courses in the care and guidance of children was not as large as was anticipated.
09.0203	FOOD MANAGEMENT, PRODUCTION AND SERVICES	09.0203	
SEC.	Deviation between "projected" and "actual" is +75 percent for completers.		.Program growth due to staff development efforts and local administrative support. Results of good programs existing in LEAs. .Realization of employment needs and opportunities. .Great area for student participation to gain total school visibility.
ADULT	Decreased Enrollment	ADULT	The demand in supplementary courses in food production and services was not as large as was anticipated.
09.0204	HOME FURNISHINGS, EQUIPMENT AND SERVICES	09.0204	
P-S.	Increased Enrollment	P-S.	The demand for training in a program of Interior Design was larger than anticipated.
ADULT	Decrease Enrollment	ADULT	The demand for supplementary courses in this area was not as large as was anticipated.

TABLE 2: (continued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: CONSUMER AND HOMEMAKING EDUCATION

DEVIATIONS	SUMMARY AND IMPLICATIONS
SUBTOTAL OCCUPATIONAL HOME ECONOMICS	
SEC. Deviation between "projected" and "actual" is +57 percent for completers.	.Greater emphasis on entry-level skills. .Greater emphasis placed on LEAs to implement occupational home economics.

TABLE 2: (continued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: BUSINESS AND OFFICE EDUCATION

	DEVIATIONS		SUMMARY AND IMPLICATIONS
14.0201 14.0299	COMPUTER AND CONSOLE OPERATORS OTHER BUSINESS DATA PROCESSING	14.0201 14.0299	
SEC.	Deviations between "projected" and "actual" reported is 100 percent for enrollment and completers.	SEC.	The data processing program prepares students for a cluster of data processing jobs rather than one specific job title. Students are prepared for 14.0201 and 14.0299 in the same program. When enrollment was projected, 14.0299 code was used. The same code should have been used in both instances, but 14.0201 was used for completers.
ADULT	Increased Enrollment	ADULT	Supplementary courses in computers have increased more than had been anticipated.
14.0300	FILING, OFFICE MACHINES, CLERICAL	14.0300	
SEC.	The enrollment was underestimated by 60 percent.	SEC.	Office Occupations II prepares students for a cluster of jobs such as 14.0300, 14.0400, 14.0500, 14.0600, and 14.0900. In most cases students who complete office occupations are trained for all these clusters, not just one. Consequently, it is extremely difficult to determine the specific job titles for which to project enrollment. It is an arbitrary decision, when completers are determined, to identify to which cluster to show their skill development. Business education courses are designed to prepare students for job clusters, whereas, the codes are set up for specific job areas.
ADULT	Decreased Enrollment	ADULT	The demand for courses in clerical skills decreased.
14.0400		14.0400	
ADULT	Increased Enrollment	ADULT	The demand for training as hospital ward secretary increased approximately three times.

TABLE 2: (continued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: BUSINESS AND OFFICE EDUCATION

	DEVIATIONS		SUMMARY AND IMPLICATIONS
			OVERVIEW
		SEC.	For many years in North Carolina, only two courses in Business and Office Education were fundable from vocational resources; thus, projections were based solely on anticipated student enrollments and completers in classes which were vocationally funded. There are far more teachers paid from state and local resources than from vocational resources. Major emphasis has been placed and some progress made toward having all business and office personnel report and follow up students, regardless of their source of funding. Deviations in actual enrollment and in actual completions reflect progress in data collection rather than "real" changes in the Business and Office Education statewide program. Where there are reasons other than those stated above, specific references will be made under Summary and Implications.
04.0100	ACCOUNTING AND COMPUTING	04.0100	
SEC.	Deviation between "projected" and "actual" reported is 60 percent for enrollment and 222 percent completers.	SEC.	See overview explanation.
P-S.	Increased Enrollment	P-S.	The demand for training in accounting was larger than was anticipated. The increased enrollment occurred because of an increase in the number of part-time students.
04.0203	PROGRAMMERS	14.0203	
P-S.	Increased Enrollment	P-S.	The increased use of computers has created a demand for more individuals trained in the use of computers.

TABLE 2: (continued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: BUSINESS AND OFFICE EDUCATION

	DEVIATIONS		SUMMARY AND IMPLICATIONS
14.0500	MATERIALS SUPPORT, TRANSPORTATION	14.0500	
SEC.	The enrollment was overestimated by 100 percent.	SEC.	See explanation for FILING, OFFICE MACHINES CLERICAL
14.0600		14.0600	
ADULT	Decreased Enrollment	ADULT	The demand for a course in personal improvement was less than was anticipated.
14.0700	STENO, SECRETARIAL, & RELATED	14.0700	
SEC.	The enrollment was overestimated by 55 percent.	SEC.	See overview explanation.
14.0800	SUPERVISORY & ADMINISTRATION MANAGEMENT	14.0800	
SEC.	The number of completers was underestimated by 138 percent.	SEC.	See overview explanation.
14.0900	TYPING AND RELATED	14.0900	
SEC.	The number of completers was underestimated by 78 percent.	SEC.	See explanation for FILING, OFFICE MACHINES CLERICAL.

TABLE 2: (Continued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: TECHNICAL

	DEVIATIONS		SUMMARY AND IMPLICATIONS
16.0103	Increased Enrollment	16.0103	
P-S.	Increased Enrollment	P-S.	The increased enrollment occurred because of an increase in part-time student enrollment.
16.0106	CHEMICAL TECHNOLOGY	16.0106	
ADULT	Decreased Enrollment	ADULT	The demand for supplementary courses in chemistry declined.
16.0108	ELECTRONIC TECHNOLOGY	16.0108	
P-S.	Increased Enrollment	P-S.	With the increased emphasis on micro-electronics there has been an increase in both full and part-time enrollment.
16.0113	MECHANICAL TECHNOLOGY	16.0113	
ADULT	Decreased Enrollment	ADULT	Projected enrollment should have been 45 instead of 4500. This was a typographical error.
16.0605		16.0605	
P-S.	Decreased Enrollment	P-S.	There is an indication that enrollment is beginning to decline as police officers complete their training.

TABLE 2: (Continued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: TRADE AND INDUSTRIAL EDUCATION

	DEVIATIONS		SUMMARY AND IMPLICATIONS
17.0302	AUTO MECHANICS	17.0302	
SEC.	Projected completers increased by 183 percent.	SEC.	The estimated number of completers was conservative. This was due to changes in the scope and sequence of the program, state competency testing, and monetary incentive by early release for seniors.
17.0399	AUTO SPECIALIZATION	17.0399	
SEC.	Deviations between projected enrollment and actual enrollment is 80 percent; between projected and actual completers is 78 percent.	SEC.	The LEAs were given the option to offer specialty courses and elected to maintain the level III in Auto Mechanics.
17.0600	BUSINESS MACHINE MAINTENANCE	17.0600	
SEC.	The projected enrollment increased by 100 percent while the actual completers increased 100 percent.	SEC.	The wrong number has been used in reporting data. Figures for 17.2100 Instrument Maintenance Repair should be used for the two programs at the present time.
17.0700	COMMERCIAL ART	17.0700	
P-S.	Increased Enrollment	P-S.	This increased enrollment occurred because of an increase in the number of part-time students.
17.0900	COMMERCIAL PHOTOGRAPHY	17.0900	
SEC.	The deviation between projected enrollments and actual enrollments is 156 percent; between projected and actual completers is 389 percent.	SEC.	Since there are only four photography programs in the state, actual enrollment and completer figures are probably due to errors in reporting students that are taking non-vocational programs by teachers who teach predominately Industrial Arts courses.

TABLE 2: (Continued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: TRADE AND INDUSTRIAL EDUCATION

	DEVIATIONS		SUMMARY AND IMPLICATIONS
17.1002	ELECTRICITY	17.1002	
SEC.	Projected enrollment decreased by 50 percent.	SEC.	The differences are due to inaccurate reporting of the Program of Studies introductory course. Many still report under the old numbers. In the future, this should be alleviated by the proper identification of the program.
17.1004	MASONRY	17.1004	
ADULT	Decreased Enrollment	ADULT	Economic conditions have reduced the demand for masons. Therefore, a smaller number of individuals have enrolled in this area.
17.1007	PLUMBING AND PIPEFITTING	17.1007	
ADULT	Increased Enrollment	ADULT	The increased enrollment occurred in supplementary courses in plumbing.
17.1099	OTHER CONSTRUCTION AND MAINTENANCE	17.1099	
SEC.	Deviations between projected enrollments and actual enrollments is 170 percent; between projected and actual completer is 208 percent.	SEC.	Since the conception of the enrollment was developed, the number of maintenance programs has expanded to 20 programs. Many of the ICT students are 12th graders which should give an additional increase in the number of estimated completers.
ADULT	Increased Enrollment	ADULT	A number to reflect the enrollment of apprentices in the building trades was not included. Therefore, the projection was low.

TABLE 2: (Continued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: TRADE AND INDUSTRIAL EDUCATION

	DEVIATIONS		SUMMARY AND IMPLICATIONS
17.1300	DRAFTING	17.1300	
SEC.	The deviation between projected completers and actual completers is 173 percent.	SEC.	The number of completers who enrolled in the level III course has increased in enrollment because of the implementation of the scope and sequence of the program for the students. The conservative figures for the number of completers did not address adequately the students' interest and needs in Drafting programs.
P-S.	Increased Enrollment	P-S.	The larger portion of the increased enrollment occurred because of a larger enrollment of part-time students.
17.1400	ELECTRICAL OCCUPATIONS	17.1400	
SEC.	Deviations between projected enrollments and actual enrollments is 86 percent; between projected and actual completers is 179 percent.	SEC.	Conservative figures did not reflect the growth of 12th graders who enrolled in the ICT program. Better job placement and recording related job training is now being used.
17.1500	ELECTRONICS OCCUPATIONS	17.1500	
SEC.	The deviation between projected and actual enrollment is 609 percent; between projected and actual completers is 1134 percent.	SEC.	The growth of electronic related occupations has become one of the fastest industrial operations in North Carolina. Major shifts in plants locating with job opportunities have created high interest in both ICT and regular electronic graduates.
17.1700	FOREMANSHIP, MANAGEMENT DEVELOPMENT	17.1700	
ADULT		ADULT	There was less demand for foremanship courses than was anticipated.

TABLE 2: (Continued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: TRADE AND INDUSTRIAL EDUCATION

	DEVIATIONS		SUMMARY AND IMPLICATIONS
17.1900	GRAPHIC ARTS OCCUPATIONS	17.1900	
SEC.	Projected completers increased by 74 percent.	SEC.	Conservative figures for completers were based on the pretext that state competency testing, implementation of scope and sequence, competency based curriculum, and early release for seniors would lower the enrollment of level III students, thereby, decreasing the actual number of completers.
P-S.	Increased Enrollment	P-S.	The major portion of the increase occurred by an increase in the number of part-time students enrolled.
ADULT	Increased Enrollment	ADULT	There was an increased demand for supplementary courses in painting than what had been anticipated.
17.2302	MACHINE SHOP	17.2302	
SEC.	Deviations between projected enrollments and actual enrollments is 84 percent; between projected and actual completers is 222 percent.	SEC.	The estimate for completers did not reflect the growth for this industry in our state. The large number of ICT completers was not reflected in the total account of Machine Shop completers.
17.2305	SHEET METAL	17.2305	
SEC.	Deviations between projected enrollments and actual enrollments is 100 percent; between projected and actual completers is 263 percent.	SEC.	Since we have only two sheet metal programs in the state, the probable errors in reporting are reflected in the Industrial Arts or Machine Shop program students.
17.2306	WELDING AND CUTTING	17.2306	
P-S.	Increased Enrollment	P-S.	No projection had been made for a new program in Welding Technology.
ADULT	Increased Enrollment	ADULT	An increased demand for welders produced an increase enrollment.

TABLE 2: (Continued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: TRADE AND INDUSTRIAL EDUCATION

	DEVIATIONS		SUMMARY AND IMPLICATIONS
17.2399	OTHER METALWORKING OCCUPATIONS	17.2399	
SEC.	The deviation between projected and actual enrollments is 87 percent.	SEC.	The probable error of projected enrollment was due to selecting the wrong code on the survey instrument.
ADULT	Decreased Enrollment	ADULT	The demand for supplementary courses was not as large as had been anticipated.
17.2699	OTHER PERSONAL SERVICES	17.2699	
SEC.	The deviation between projected completers and actual completers is 54 percent.	SEC.	Allowances should have been made to include more ICT students as completers. In addition, many cosmetology graduates enter the barbering fields of related work.
ADULT	Decreased Enrollment	ADULT	The demand for supplementary courses was not as large as had been anticipated.
17.2700	PLASTICS OCCUPATIONS	17.2700	
ADULT	Increased Enrollment	ADULT	The demand for supplementary courses was larger than what had been anticipated.
17.2802	LAW ENFORCEMENT TRAINING	17.2802	
SEC.	Deviations between projected enrollments and actual enrollments is 78 percent; between projected completers and actual completers is 229 percent.	SEC.	The state has only one law enforcement program. Many students are entering the community college system who are actually enrolled in the ICT program.

TABLE 2: (Continued) ENROLLMENTS AND COMPLETIONS FOR FY1981 -- DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: TRADE AND INDUSTRIAL EDUCATION

	DEVIATIONS		SUMMARY AND IMPLICATIONS
17.2899	OTHER PUBLIC SERVICE	17.2899	
SEC.	The deviation between projected completers and actual completers is 83 percent.	SEC.	The error was probably due to our anticipation that the Program of Studies states competency with the level II and III. Such programs would release seniors early, thus having a negative effect in Trade and Industrial Education. Allowance should have been made to have included more ICT students as completers.
17.3000	SMALL ENGINE REPAIR	17.3000	
SEC.	Deviations between projected enrollments and actual enrollments is 55 percent; between projected completers and actual completers is 62 percent.	SEC.	The state has only four (4) programs in operation. These programs of services did not grow as anticipated. Many of the students enrolled in Auto Mechanics and ICT courses. This left a negative deviation of the entire program.
17.3100	SMALL ENGINE REPAIR	17.3100	
ADULT	Increased Enrollment	ADULT	The demand for supplementary courses was larger than what had been anticipated.
17.3600	WOODWORKING	17.3600	
ADULT	Increased Enrollment	ADULT	The demand for supplementary courses was larger than what had been anticipated.

TABLE 3: ENROLLMENTS IN CONSUMER AND HOMEMAKING PROGRAMS FOR FY1981

OE Code	Instructional Program Level and Type of Institution	Level	CC	TI	Enrollment		
					Projected	Actual	Difference
09.0101	Comprehensive Homemaking	Sec.			30,050	27,447	-2,603
		Adult					
09.0102	Child Development	Sec.			2,756	2,679	-77
		Adult	X	X	1,500	2,033	+533
09.0103	Clothing and Textiles	Sec.			2,253	2,084	-169
		Adult	X	X	26,300	31,738	+5,438
09.0104	Consumer Education and Management	Sec.			1,491	1,255	-236
09.0106	Family Relationships	Sec.			7,251	6,575	-676
09.0107	Foods and Nutrition	Sec.			2,819	2,791	28
		Adult	X	X	3,100	9,300	+6,200
09.0108	Home Management	Sec.			301	332	+31
		Adult					
09.0109	Housing and Home Furnishings	Sec.			1,319	1,200	-119
		Adult			2,600	7,059	+4,459
09.0199	Other, Personal Management for Wages and Careers	Sec.			4,703	5,013	+310
	TOTAL	Sec.			52,944	49,376	-3,568
		Sec.					
		Tot.Sec.			52,944	49,376	-3,568
		Adult	X	X	33,500	50,130	+16,630

TABLE 4: ENROLLMENTS AND COMPLETIONS FOR CONSUMER AND HOMEMAKING PROGRAMS IN FY1981 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: CONSUMER AND HOMEMAKING

DEVIATIONS	SUMMARY AND IMPLICATIONS
CONSUMER AND HOMEMAKING	
Subtotal: There were no significant deviations in Consumer Homemaking for FY81 between projected and actual courses.	
SEC. Deviation of enrollments between 1980 and 1981 was 7% (loss of 3,568).	SEC. Consumer and Homemaking - Subtotal Possible causes: - some may be reported as prevocational but actually exploratory Home Economics - increased emphasis upon Occupational Home Economics - cutback in number of teachers - competition with other occupational/vocational options - reduction in class size to better reflect suggested teacher/pupil ratios - number shows unduplicated number; actual numbers may be more since some students are enrolled in more than one Consumer Home Economics course - second semester enrollments are not shown/reported - increase in elective offerings - increase in number of units required for graduation - increase in number Occupational Home Economics courses offered - emphasis placed on remediation - reporting of courses not shown on PPAR - tightening of job market effect on Co-op Home Economics - added requirements for graduation in many schools. More requirements at the 9th and 10th grades. Less opportunities for voc. electives. - junior and seniors are able to leave school at lunch time - parents wanted students enrolled in college-bound courses - students in exploratory and/or exploration were turned off by lack of exciting experiences at that level

TABLE 4: (cont'd) ENROLLMENTS AND COMPLETIONS FOR CONSUMER AND HOMEMAKING PROGRAMS IN FY1981 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: CONSUMER AND HOMEMAKING

DEVIATIONS	SUMMARY AND IMPLICATIONS
09.0102 CHILD DEVELOPMENT	09.0102
ADULT Increased Enrollment	ADULT There was an increased demand for courses over what had been anticipated.
09.0103 CLOTHING AND TEXTILES	09.0103
ADULT Increased Enrollment	ADULT There was an increased demand for courses over what had been anticipated.
09.0107 FOODS AND NUTRITION	09.0107
ADULT Increased Enrollment	ADULT There was an increased demand for courses over what had been anticipated.
09.0109 HOUSING AND HOME FURNISHINGS	09.0109
ADULT Increased Enrollment	ADULT There was an increased demand for courses over what had been anticipated.

Chapter Three

FUNDING BY PURPOSE

First this chapter shows how North Carolina has complied at the state level with requirements of the Vocational Education Act concerning particular purposes that are enumerated in the Act (Tables 5-10). Second, the chapter shows that the state has ensured that federal funds have not displaced state and local funds with respect to particular purposes of the Act (Tables 11-13). Third, the chapter shows that the state has ensured fair and equitable distribution of funds to local educational agencies and postsecondary institutions by purpose of the Vocational Education Act (Tables 14-18).

Funding in North Carolina for the respective purposes itemized in the Vocational Education Act is shown in Table 5 for the secondary level and in Tables 7, and 9 for the postsecondary and adult level. Following Table 7 are comments in Table 8 regarding projected benefits and actual accomplishments at the secondary level by purposes of the Vocational Education Act. Table 7 separates data for technical education from data for vocational and adult education. Table 9 summarizes this separate data for the postsecondary level. Table 10 summarizes data for both the secondary and postsecondary levels.

Tables 11, 12, and 13 present data relevant to state maintenance of effort as required under federal regulations. Table 13 shows minimum percentages of the basic grant which have been expended for the respective purposes of the Vocational Education Act.

Table 14 shows how the state's estimated allotments at the secondary level compared with actual allotments based on months of employment for local educational agencies. Table 15 shows how the state's estimated set-aside allotments at the secondary level compared with actual set-aside allotments for local educational agencies.

Tables 16 and 17 show the state's estimated and actual allotments to postsecondary institutions.

Table 18 shows State Board of Education actual allotments for new programs and equipment based on latest available data.

Tables 19 and 20 relate to the State Board of Educations' Evaluation at the secondary level. (In the postsecondary evaluation report, Tables 6-9 are included from a different report).

Tables 21 and 22 relate to the composition and utilization of Local Advisory Councils at the secondary level.

Table 5.

FUNDING BY PURPOSE WITH FEDERAL, STATE, AND LOCAL FUNDS - SECONDARY LEVEL

PROGRAM SERVICE		PROJECTED			ACTUAL			ACTUAL FEDERAL GRANT	UNEXPENDED BALANCE	
		FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL		FEDERAL	STATE
DISADVANTAGED		2,669,521	1,067,808	1,601,713	1,980,099	789,913	1,184,871	2,668,747	688,648	688,648
Limited English Speaking		801	320	481	1,571	628	943	1,575	4	4
HANDICAPPED		1,335,161	801,097	534,064	1,189,759	476,482	714,724	1,335,161	145,402	145,402
SUBPART 2 (Section 120) SUBTOTAL		6,890,793	40,001,004	16,453,267	6,455,439	34,659,030	15,351,919	6,890,793	435,354	43,263
A. Vocational Education		*6,292,230	34,860,885	15,271,914	6,108,158	28,090,949	13,558,468	6,387,334	279,176	
B. Work Study		400,000		171,429	199,052		81,935	300,000	100,948	43,263
C. Cooperative Education			[5,954,580]	[2,551,963]		[5,860,222]	[2,511,473]			
D. Energy Education										
E. Construction										
F. Sex Bias Office Personnel		40,000			16,980			39,988	23,008	
I. Industrial Arts			1,104,214	490,409		2,256,156	937,635			
J. Support Services for Women										
K. Day Care Services										
L. Programs/Homemakers, Head-House.										
102 a Administration	State	158,563	2,657,192		131,249	2,375,714		163,471	32,222	
	Local		1,378,713	519,515		1,936,211	773,881			
SUBPART 3 (Section 130) SUBTOTAL		2,455,332	520,164	938,957	1,994,616	1,330,177	1,238,740	2,455,332	460,716	
1. Research		126,764	40,895		89,463	62,304		125,764	36,301	
2. Exemplary		25,000						25,000	25,000	
3. Curriculum Development		110,000						108,700	108,700	
4. Guidance and Counseling		1,711,632	479,269	938,957	1,711,632	1,267,873	1,238,740	1,711,632		
5. Preservice and Inservice Training		446,181			163,231			447,377	284,146	
6. Grants (Overcome Sex Bias)										
102 a Administration	State	35,755			30,290			36,859	6,569	
	Local									
SUBPART 4 (Section 140) Special Program for Disadvantaged		388,730		11,084	315,942		7,818	388,730	72,788	3,831
SUBPART 5 (Section 150) Consumer/Homemaking	Ancillary Services									
	Program Instruction	117,879	688,060	372,854		1,018,400	454,698			
	Depressed Areas	1,150,202	6,307,436	2,739,346	1,268,081	7,522,664	3,436,342	1,268,081		
SUBPART 1 (Section 102 d)		97,182			20,182			97,182	77,000	
	TOTAL	15,105,601	49,385,889	22,651,766	13,225,689	45,797,294	22,390,055	15,105,601	1,879,912	881.148

[ ] Non Add
*Includes New Programs

TABLE 5

DEVIATIONS, COMMENTS, SUMMARY AND IMPLICATIONS (cont'd)

Secondary

DEVIATIONS	SUMMARY AND IMPLICATIONS
Disadvantaged Handicapped	Disadvantaged Handicapped The decrease is due to the fact that local education agencies did not expend all of the resources allocated to them during this fiscal year.
Subpart 2 A. Vocational Education B. Work Study I. Industrial Arts 102(a) Administration - Local Subpart 3 4. Guidance and Counseling Subpart 5 Program Instruction Depressed Areas	Subparts 2, 3, and 5 The decrease in A. Vocational Education is due to the fact that resources for Industrial Arts, Local Administration, Guidance and Counseling, and Consumer and Homemaking were previously projected under this section when, in fact, they should have been shown as indicated in the ACTUAL column. Also, the projected figure included additional resources anticipated from the North Carolina General Assembly for expansion and for salary increases which did not materialize. B. Work Study - Local education agencies did not expend all the resources allocated to them for this purpose.
102(d)	102(d) The major costs for planning, data collection, etc., were taken care of through the 102(a) resources.

Table 6: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
DISADVANTAGED (Subpart 2) Funds appropriated under the basic grant for vocational education for the disadvantaged shall be used to pay up to 50% of the "excess cost" to extend, improve and, where necessary, maintain existing classroom, shop, laboratory, or field instruction in public secondary vocational education programs.		
1. Provide learning experiences and special services for disadvantaged youth to enable them to further pursue vocational education or to achieve entry-level employment.	1. Approximately 9,350 disadvantaged students in grades 7-12 will be benefitted from special programs, services, and activities to enable them to succeed in vocational education.	1. During FY81, 10,915 students identified as being academically or economically disadvantaged were enrolled in special or modified vocational programs. Actual allotments include federal carry over funds of $366,887 plus $366,888 of state and local funds. Also reflects releases and additions for LEA from original allotments.
2. Provide state level leadership and state/federal resources to local units to serve disadvantaged students.	2. Improvement in programs, instruction, and services will result from state leadership, services, and allotted funds.	2. The Special Programs Unit within the Division of Vocational Education assisted local units in making better utilization of allotted funds and in providing state level leadership by coordinating services to LEAs from all program areas.
3. Diagnostic procedures will be developed by each LEA for appropriate screening and identification of disadvantaged students, mainstreaming where possible, and establishing special programs where necessary.	3. Students will be identified and placed where they can benefit most from instruction and services. Special services and activities such as special learning aids, tutors, and additional time from regular teachers will be provided beyond the regular classroom instruction.	3. Disadvantaged students were identified by a committee of professionally trained individuals in each school. After reviewing the students' academic records, past performance in regular vocational programs and attendance records, programs were designed and made available to ensure the students' success in various areas of job preparation. To the maximum extent possible, students were served

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
DISADVANTAGED (Subpart 2) continued		
	Special classes, with modified curriculum and teaching methods will be provided for the severely disadvantaged who cannot be mainstreamed.	within the regular classroom setting through size modifications as reduced class sizes, special tutoring, additional counseling and special vocational programs and special cooperative vocational programs were continued or new approaches to serving the identified students were utilized. Many students were also served within regular classroom setting through such modifications as reduced class sizes, after-school work, and special conference periods.
4. Provide in-service for teachers of disadvantaged and special materials for instruction.	4. Teachers and disadvantaged students will benefit from special in-service programs for teachers and special teaching aids to more adequately serve the students. In-service for teachers may be provided from several sources of funds.	4. State and locally sponsored in-service programs were conducted to assist teachers and supportive personnel in their efforts to improve instruction and in-services for disadvantaged students.
5. Render those necessary support services over and above those needed by regular students.	5. Support services may be in the form of special diagnostic and evaluative services, special tutors, teacher aids, counseling, and adapted teaching materials.	5. During FY81, 4,820 of the 10,915 students served received support services.
6. Identify dropouts and potential dropouts among disadvantaged students and provide alternative opportunities to enable them to succeed in regular programs or obtain employment.	6. Optional or extended day programs will be provided where needed to serve disadvantaged students.	6. Optional or extended day programs are offered in approximately 70 of the 144 LEAs.
7. Provide programs for limited English speaking students.	7. Special services such as tutoring and providing learning aids will assist these students to learn English as a second language which will enable them to be more successful in vocational programs.	7. Additional assistance was provided for limited English-speaking students identified by LEAs.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
HANDICAPPED (Subpart 2) Provide statewide leadership and federal/state/local resources to provide learning experiences in vocational education for handicapped students according to their special needs and abilities through 144 local education agencies.	1. Handicapped students will be identified by criteria and provided with special vocational education programs and services.	1. Based on student assessments, Individual Education Programs (IEP) were developed and special programs designed to meet the needs of students. Summer workshops were held for teachers and vocational counselors to improve their ability to serve handicapped students. Vocational education programs continue to be supported through an extensive curriculum development effort which continues to develop competency-based programs for the various offerings and staff development for teachers to make them able to effectively utilize these materials. Through the planning process, programs in the local school systems have been modified to conform to projected labor market demands. Actual allotments include federal carry over funds of $131,638 plus $131,638 of state and local. Also reflects releases and additions for LEA from original allotments.
	2. Approximately 3,900 students will receive special vocational education and services.	2. During FY81, $2,380,665 were expended for vocational education programs to serve 2,232 handicapped students. There were 1,668 fewer handicapped students served than projected. The decrease in the number of handicapped students served can be

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
HANDICAPPED (Subpart 2) continued		attributed to the successful efforts to serve more students in regular vocational programs. Data collection procedures did not provide information on special needs students enrolled in regular vocational programs.
	3. Students will be made employable to the extent of their abilities through special programs.	3. Special programs were designed for those students who could not be successful in "adjusted" regular vocational programs. In many cases, supportive services were provided to further enhance progress.
SUBPART 2 (Section 120) Vocational Education To maintain, extend, and improve programs of vocational education and develop new programs of vocational education through 144 local education agencies in the state.	1. Approximately 281,000 students in grades 7-12 will receive vocational education through cooperative use of federal, state, and local funds.	1. A total of 227,796 students in grades 7-12 participated in vocational education programs, services, and activities through cooperative use of federal, state, and local funds in each of the 144 LEAs in the state.
	2. Target groups receiving vocational education at secondary level will consist of Pre-vocational, Vocational Skill Development, Disadvantaged, Handicapped, and Limited English-Speaking students.	2. All target groups identified in the State Plan were recipients of vocational education programs, services, and activities.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Work Study		
Work study funds will be allocated to local education agencies by criteria established in the State Plan.	Approximately 1,000 disadvantaged vocational students per year will receive financial assistance through work study, enabling them to remain in school.	During FY81 a total of 815 vocational educational students were provided financial assistance through the work study program.
Cooperative Education		
1. Cooperative Vocational Education will be conducted through program areas at skill development levels in 144 local education agencies. 2. Cooperative education programs will be funded with state and local funds and will be conducted by criteria established in the Five Year State Plan.	1. Approximately 22,000 students per year will have opportunity to participate in cooperative education at skill development level through several program areas. 2. Students will have opportunity to experience specialized occupations with renumeration from part-time employment.	1. The estimated enrollment for cooperative programs was approximately 22,000 students and the actual number served as 18,207 . The difference in projected and actual can be attributed to economic conditions causing prospective employers to make a lower number of training stations available. The major benefits derived have been a total of $54,678,845 wages earned by the 18,207 students. The contributions of these students through taxes more than offset the expenses of operating these programs. In addition, students are able to learn and earn much needed income and establish connections through business/industry which may continue in many instances producing a favorable follow up involving cooperative students.
Industrial Arts		
Provide state level leadership and state resources to Industrial Arts programs which comply with requirements of the Act.	1. Industrial Arts instructional program will improve in quality through state leadership, in-service for teachers, curriculum development, and additional materials and equipment.	1. Projected benefits were achieved. In fact, 15,992 students were served instead of the 13,000 projected.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Industrial Arts continued		
	2. Approximately 13,000 Industrial Arts students per year will benefit from programs designed to assist them in making meaningful occupational choices and/or prepare them for entry into advanced trade and industrial or technical education programs.	2. Industrial Arts Education provided services to local education in the areas of: curriculum, professional development, program evaluation, and administration of the vocational student organization (AIASA). There were two major statewide workshops that served 159 teachers.
Sex Bias Office Personnel		
1. Employ full-time person to eliminate sex bias and discrimination in vocational programs.	1. Full-time person will provide leadership in vocational education opportunities to persons of both sexes.	1. This was achieved. This person did all of the things shown in 2 below.
Establish office to fulfill requirements of the Act as stated in the State Plan.	2. Progress will be made toward eliminating sex bias and sex stereotyping in vocational programs.	2. Disseminated 2,000 sets of sex equity curriculum modules to vocational teachers and local directors. The contents of these modules were then infused into existing curriculum so that students could discuss equity concepts in the classroom setting. The modules could reach 300,000 students. In-service sessions were held with principals, local directors, Title IX coordinators, and teachers. The results of these sessions were that these client groups understood more about sex equity and the requirements of Title IX. Reviewed 29 LEAs examining compliance with Title IX with regard to student treatment and employee hiring practices. Where noncompliances were found, LEAs were required to submit a voluntary compliance plan correcting the noncompliance.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

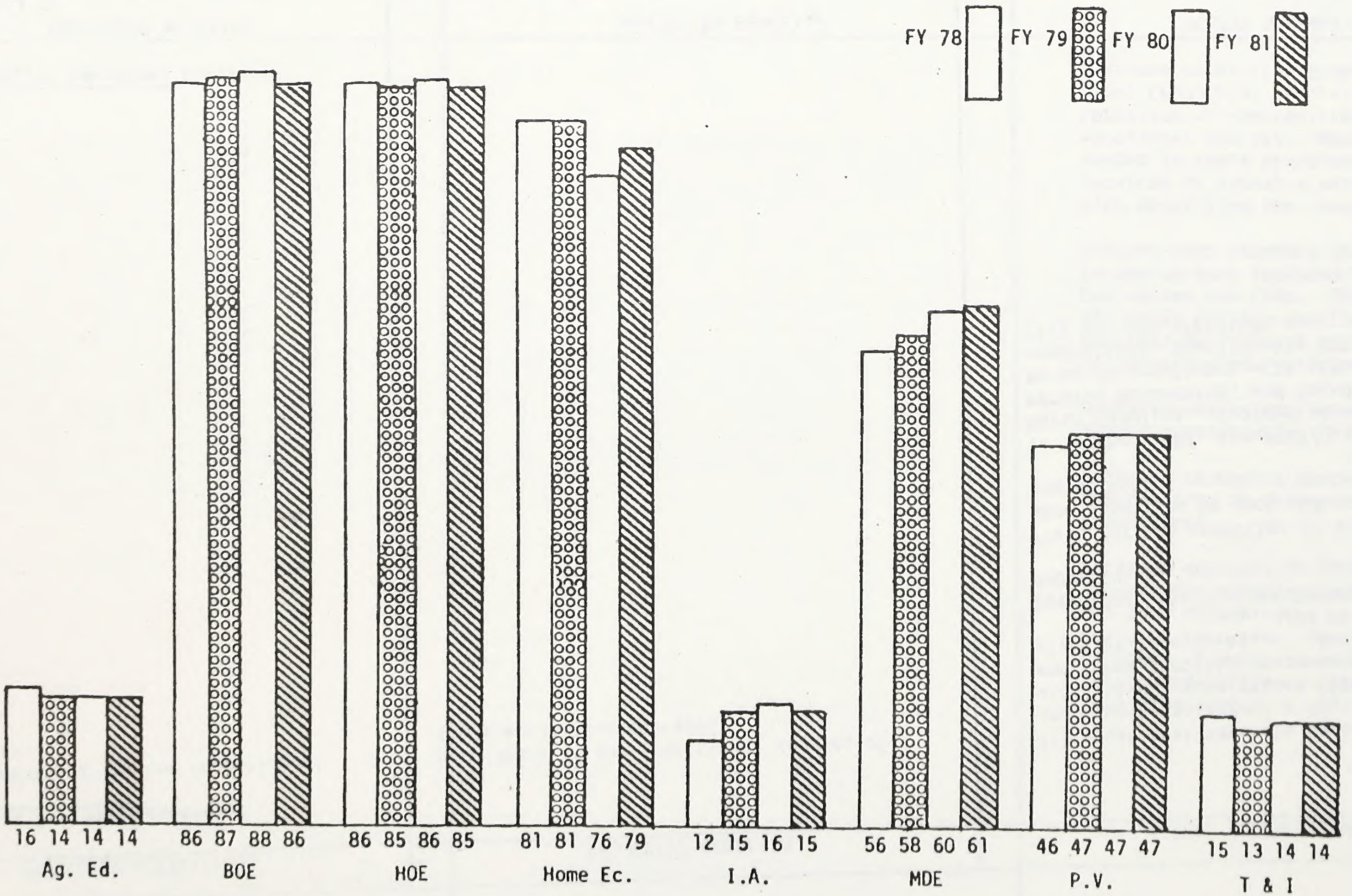
PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Sex Bias Office Personnel continued		Reviewed seven LEAs examining their practices concerning the recruitment and retention of nontraditional students in vocational courses. Where changes were needed in these practices, LEAs were required to submit a voluntary compliance plan describing the changes. Ensured that students and criteria related to equity were included in the Program Evaluation for LEAs. This resulted in all staff raising questions concerning sex-fair recruitment and accessibility to courses when reviewing a targeted LEA. Analyzed statewide figures for male and female participation in each program area. Analyzed statewide teacher makeup in each program area to determine male/female proportions. Detailed analysis of 1974-1980 enrollment figures for male/female. This information has been disseminated to SACE, N. C. State Board of Education, Council on the Status of Women, Commission on Education, and interested parties. (See chart on the following page.)

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Sex Bias Office Personnel continued		
Provide incentives for the promotion of equal access.	Enrollment in non-traditional courses of study would be encouraged.	All vocational teachers were provided the opportunity to attend a four-day workshop with travel, subsistence ($35 per day), and three certificate renewal credits given as incentives. Seventeen LEAs availed themselves of this opportunity. Plans for the promotion of equal access were submitted by each LEA represented at the workshop. In October 1981, the MERC/Q team visited North Carolina, examined activities and results documented, and found the state to be in compliance with the equal access regulations, specifically 400.187(a)(2)(i)(ii) and 400.222(f)(2).

Table 6: (cont'd) Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PERCENTAGE OF FEMALES ENROLLED IN SECONDARY VOCATIONAL PROGRAMS



FOR MORE DETAILED ANALYSIS PLEASE SEE The Annual Status Report on Male and Female Students and Employees in Vocational Education (N. C. Department of Public Instruction). This is submitted each June to the OVAE.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
102(a) ADMINISTRATION		
1. State Administration Provide state staff for administration and supervision of vocational education.	1. Maintenance of state vocational education staff and activities to ensure direction and quality of programs within state.	1. These resources were utilized to supplement and expand vocational education state staff activities.
2. Local Administration a. Provide resources and consultant help to 144 local education agencies for local administration, supervision, and evaluation of local programs.	2. Local planning, administration, and supervision will be coordinated at the local level to maintain, expand, and initiate new programs of vocational education which will be relevant to student and labor market needs.	2. State and local funds were used to provide local leadership and administration of vocational education programs in each of the 144 LEAs.
b. State and local funds support a local director/planner for each local education agency.		
SUBPART 3 (Section 130)		
Research Continue the Program Improvement Unit (which includes the Research Coordination Unit) which will provide state leadership in research and development, evaluation, and information collection and dissemination. Included will be activities to:	1. Program improvement will result from improved practices in research, evaluation, and the provision of information.	1. The program improvement unit was reconstituted into the Research Coordinating Unit responsible for research, exemplary program development, evaluation, and accountability reporting.
(a) Continue the development and implementation of Vocational Education Statewide Evaluation System.	(a) Planning and operation of programs will improve as a result of the provisions of evaluative data.	(a) Twenty-nine LEAs made improvements and listed accomplishments and needed progress in the local plans of each. All programs in thirty other LEAs were evaluated and received comprehensive program improvement reports. The evaluation and reporting process was reorganized for increased efficiency and effectiveness.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
(b) Evaluate and assist in refinement of an improved personnel development model.	(b) Teachers will have greater opportunity to meet their in-service needs through an improved personnel development delivery ststem.	(b) An improved personnel development delivery system was completed, with a handbook to be delivered statewide in FY1982. Included in the system was greater involvement of teachers in meeting their own in-service needs Implementation will be ongoing.
(c) Develop a model for the provision of exploratory vocational education.	(c) Students will be provided a more comprehensive curricular offering through which they can explore vocational education and the world of work.	(c) A study was completed on the efficiency of exploratory vocational education; however, reductions in force deleted the state unit responsibility for this area. Reorganization has necessitated shifts, precluding implementation of results during FY1981.
(d) Collect, analyze, and disseminate information concerning vocational enrollments, teacher-staff, and follow-up of completers and leavers.	(d) State, federal, and local level administration will have a way of drawing informed conclusions in planning, evaluating, and managing vocational education.	(d) An individual data collection system for collecting enrollments was field tested on 20,000 students in eight units. This system was to go into effect the fall of FY1982. A field test of the follow-ups of completers/leavers will take place in FY1982, with full implementation during the fall of FY1983.
(e) Implementation of a vocational education statewide curriculum study to identify an expanded data base from which vocational offerings can be projected through June 30, 1990.	(e) With an improved data base, future vocational offerings can be determined within local school systems according to job needs determined not only by local market data base but consideration of trends in fields of medicine, transportation, production, construction, and business.	(e) Data were collected and compiled to provide a research base for the curriculum study. The task force will be named in January of 1983, with the project to last at least 18 months.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
2. Exemplary New vocational programs may be implemented on an exemplary basis in vocational education areas which are not currently being offered. Attention will be focused on offerings which would be inter-disciplinary among vocational areas and involving general education offerings.	2. Program offerings would improve in that the base of competencies would be broadened thereby making graduates of programs more employable.	2. No exemplary programs were funded.
Guidance and Counseling		
1. Provide state leadership through adequate staff for Vocational Guidance, Counseling, and Placement.	1. A statewide system of Vocational Guidance, Counseling, and Placement will be maintained and expanded.	1. (a) The Vocational Development Staff in the Division of Vocational Education increased by one member to provide expanded state leadership in vocational guidance and counseling activities. (b) A task force comprising representatives from higher education, business, industry, labor and constituent groups met as a continuing method to receive input from the community and strengthen linkages with the secondary vocational program. (c) A job description for vocational counselors, job placement and follow-up personnel was developed. (d) An appraisal instrument for counselors was developed through a joint effort with the Division of Guidance.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Guidance and Counseling continued		(e) The Supportive Services Element was revised to more adequately evaluate the vocational guidance and counseling program in the 144 LEAs, relative to the program review process. (f) The emphasis on vocational guidance counseling in the revised Program of Studies was expanded.
2. Provide resources and consultant services to local education agencies.	2. Vocational Guidance funds will be allocated to local education agencies to provide local staff to serve needs of students.	2. (a) Counselors and administrators were in-serviced for improved guidance services for the total vocational education program. °A four-day Guidance Section at the Annual Vocational Summer Conference °An orientation session for the 144 local directors of vocational education. °In-service workshops in the eight educational regions for counselors, job placement and follow-up personnel. °A three-day Job Placement and Follow-up Conference for personnel responsible for the job placement of students. Distributed to the 103 participants was the Career Assistance and Placement Services Handbook.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Guidance and Counseling continued		°A five day Resource Counselors' Workshop was conducted to train a cadre of master counselors from each of the eight educational regions: (1) in the establishment of a vocational guidance/job placement program and (2) to identify their role in the success of the Occupational Development/Placement Centers. °A session with counselor educators in the validation of needed competencies for the pre-service program. °Sessions with the Division of Guidance for supervisors and directors of guidance services 2. (b) The Vocational Development Staff worked with the counselors and counselor educators in the Quality Assurance Program to assure the inclusion of the vocational component in the pre-service program for the training of future counselors.

Table 6 Continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Curriculum Development		
(a) Provide state leadership and coordination for: - research on curriculum content, development, and evaluation procedures - determination and validation of exit competencies expected of students in vocational education - the articulation of effort by secondary and postsecondary personnel in the development and implementation of valid and sequentially sound vocational curricula. - the search, acquisition, and dissemination of curriculum information and materials - the in-service of teachers on curriculum development, implementation, and instructional methodology	- Content and competencies in curriculum will more nearly relate to present and future job needs. A greater percentage of completers should find employment with success. - Teachers will have access to current information for planning and managing the teaching/learning process. - Students will have access to learning experiences and supplemental learning resources commensurate with their learning styles, needs, and level of development. - Local and state personnel will have access to formative and summative data on student achievement and program success for planning and reporting purposes. - Students exiting from the program will have access to a competency-based skill record of proficiency levels achieved through the instructional program. - Initial steps will have been taken to diminish duplicative curriculum efforts in-state and nationally.	(a) & (b) Priorities and long-range plans for curriculum development were established by each of the eight program areas. Eighty percent of curriculum funds were allocated for program area curriculum development according to a formula plus a base amount of $5,000 per program. Twenty percent of the curriculum monies were used (1) for the printing and dissemination of 10,000 copies of Competency Goals and Performance Indicators, Vocational Education Supplement to approximately 3,000 local administrators and guidance personnel, and 5,000 vocational education teachers; (2) for the preparation of ten multi-media Curriculum Management In-Service Kits. Development/acquisition of selected components of the vocational education curriculum packages was continued by the eight program areas and the curriculum unit with twenty-six specific pieces of curriculum materials being adopted and purchased or developed for programs representing approximately 4,100 teachers and 140,000 junior and senior high prevocational and vocational education students. Some thirty-five workshops and workshop sessions were conducted with local teachers and teacher educator classes by the program area staffs and the
(b) Provide for the acquisition and/or development of bias free curriculum materials including course guides, units of instruction, individualized materials for student use, modified materials for use by disadvantaged/handicapped students, and banks of student assessment measures per curriculum area.		

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Curriculum Development continued		(a) & (b) continued curriculum unit to disseminate curriculum materials and to provide in-service on how to plan for and conduct a competency-based, individualized approach to instruction. In addition, eight workshops were conducted for approximately 140 local vocational directors and vocational teacher educators on how to plan for and manage a comprehensive, competency-based, and individualized approach to instruction. The Curriculum Development In-Service Kits were used as the vehicle for instruction in these workshops. State staff members, teacher educators, local teachers, and/or selected postsecondary instructors cooperated in the development of materials for specific purposes and groups. Among these materials were competency listings, test-item banks, and/or curriculum guides for selected courses in each of the eight program areas in the division as follows: Prevocational - 1, Ag-2, BOE-4, MDE-1, HEc-3, IAE-1, T&I-5.
(c) Provide state leadership and coordination for the development and implementation of a competency-based student assessment component as part of the comprehensive evaluation system.		(c) In addition, (1) Guidelines for collecting student achievement data in terms of competencies attained by students were incorporated in the Vocational Program Assessment Instrument for State Accreditation as part of APA, (2) Four LEAs initiated a pre-post assessment system for collecting program level student achievement data, and (3) The effort was continued to identify commonalities along with business/industry, postsecondary institutions and nonvocational secondary. Information will be used in the revision of Vocational Education Program of Studies.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Pre-Service and In-Service Training Continue the Personnel Development Unit, which will provide state leadership for in-service and coordination of pre-service programs in vocational education.	Administration and quality of instruction will improve as a result of the direction and coordination.	
(a) Participate in the development of the North Carolina Quality Assurance Program for all public school educators.	(a) The pre-service program for vocational personnel will be identified as a high priority need.	(a) Over 25 vocational educators, including local, state staff, and teacher educators, participated in the development of the Quality Assurance Program in North Carolina. Approximately 25% of local vocational personnel were involved in verifying competencies. Implementation of the Quality Assurance Program is set for Fiscal Year 1983.
(b) The framework for a Master Plan for Vocational Education Personnel Development will be completed.	(b) Both the pre-service and in-service programs for vocational education will have direction set.	(b) The framework for in-service has been completed and disseminated. The framework for pre-service has been set but is not complete.
(c) Continue the development and implementation of the Vocational Education Personnel Development Training Process.	(c) Planning and operating of in-service activities will improve as a result of an organized training process.	(c) The implementation of the training process has started. Approximately 20% of vocational educators in North Carolina were involved in determining in-service needs. Approximately 200 vocational educators will be helping set priorities and plan the in-service for vocational educators.
(d) State directed in-service activities will give specific attention to program area needs with high priority going to such areas as disadvantaged/handicapped, sex equity, new and emerging occupational areas, and vocational administration.	(d) Vocational education personnel will be given special training related to the respective program area and programs will show improvement in the areas of working with disadvantaged/handicapped, overcoming sex bias and sex stereotyping. Evidence will be seen in training personnel for new and emerging occupations and improved vocational administration.	(d) Priorities for in-service in vocational education were given to disadvantaged and handicapped and sex equity. Twelve specific statewide workshops were carried out for training in disadvantaged/handicapped and sex equity.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
(e) Develop, adapt, and implement a model for the providing of in-service training of vocational personnel on a regional basis.	(e) Planning and operating of in-service training of vocational personnel on a regional basis will improve with emphasis on needs assessment, planning, implementation, and evaluation.	(e) The regional model for in-service was field tested. Based on the evaluation, it was modified. The model reflects regional training of administrators and state coordinated training of local instructional and support personnel. This training is delivered at state, regional, and local levels.
102 (a) Administration		
Provide for administration of Subpart 3 activities.	Improve the quality of programs and activities under this Subpart.	Accomplished

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
SUBPART 4 (Section 140)		
Special Program for Disadvantaged Provide state leadership and resources to qualified local education agencies to serve needs of special disadvantaged.	The most severely disadvantaged in areas of greatest need will receive specialized instruction and services to enable them to succeed in vocational education and become employable.	During FY81 specialized programs and services were provided for 962 of the most severely disadvantaged students in areas of greatest need. Actual allotments included carry-over from FY80 of $39,434 federal funds and also reflects releases and additions for LEAs from original allotments.
SUBPART 5 (Section 150)		
Consumer Homemaking		
Ancillary Programs		
Educational Programs		
a. Provide state leadership in administration and supervision and commit resources to local education agencies for programs in Consumer and Homemaking Education.	a. Provide for approximately 900 Consumer/Homemaking teachers in 144 local education agencies.	a. Approximately 791 Consumer/Homemaking teachers were provided.
b. Provide resources up to 90% of cost of programs in depressed areas.	b. Approximately 53,000 students will benefit from Consumer/Homemaking Education.	b. During 1981, 49,376 students benefitted from Consumer/Homemaking Education.
c. Programs will be responsive to needs of both male and female students and will provide leadership in eliminating sex bias and stereotyping and will be responsive to changing patterns of men and women in home and world of work.	c. Both male and female students will have benefitted from instructional methods, curriculum, materials and activities which are designed to eliminate sex bias and stereotyping and are responsive to changing roles of men and women in the home and the world of work.	c. Refer to material on sex equity in this table. Enrollment reports show evidence of non-traditional students.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
SUBPART I (Section 102d)		
1. Planning, evaluation and follow-up	1. (a) Improvement in planning process and plans.	1. (a) One of the major thrusts of the Division is effective planning. Some of the results of this effort are: A revised FY1981-FY1982 State Plan and the FY1980 Accountability Report were transmitted to the U.S. Department of Education on May 12, 1981. The Plan and Accountability Report received approval on July 1, 1981. °The State Plan and Accountability Report are being developed through assignments to several staff members under the supervision of the director of vocational education. °The Division developed program area plans, staff development plans and descriptive functions for each section and unit within the Division as well as other program improvement plans. °Increased emphasis has been placed on planning at the local level with state staff assistance as needed. °A Division plan was developed which meets all requirements of the state's Administrative Procedures Act. °Much of the total planning effort was coordinated with other agencies. °The planning process is changed as needs indicate.

TABLE 7

PROJECTED AND ACTUAL FUNDING BY PURPOSE

POSTSECONDARY AND ADULT - FY 1981

PROGRAM SERVICE	PROJECTED - POSTSECONDARY			ACTUAL - POSTSECONDARY			PROJECTED - ADULT			ACTUAL - ADULT		
	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL
DISADVANTAGED	1,329,708	1,329,708	-	816,599	822,579	3,388						
Limited English Speaking	5,252	5,252	-	5,252	5,252	-						
HANDICAPPED	667,480	667,480	-	288,562	290,071	972						
SUBPART 2 (Section 120) SUBTOTAL	2,073,681	76,355,724	11,761,720	1,925,443	76,117,579	4,012,186	1,371,200	41,412,160	4,332,750	1,351,783	42,829,447	7,801,928
A. Vocational Education	1,767,785	52,662,474	5,588,360	1,644,989	45,879,534	1,961,330	1,371,200	37,138,026	4,311,000	1,351,783	35,358,937	7,801,928
B. Work-Study	14,360		14,360	-		-						
C. Cooperative Education	-	[292,000]	-									
D. Energy Education	[2,100]			-								
E. Construction	225,000	3,600,000	4,000,000	225,000	267,296							
F. Sex Bias Office Personnel	41,665			8,783	-							
I. Industrial Arts												
J. Support Services for Women	[11,785]											
K. Day Care Services	[23,322]											
L. Programs/Homemakers, Head-House.	[14,651]			8,700	9,515							
102 a Administration State	52,000	1,020,000		37,971				270,000				
Local		19,073,250	2,159,000		29,961,234	2,050,856		4,004,134	21,750		7,470,510	
SUBPART 3 (Section 130) SUBTOTAL	1,227,482	6,869,916	128,000	1,130,911	7,199,628	171,458		1,323,000			1,921,098	
1. Research	116,482	30,366		40,000	12,332							
2. Exemplary												
3. Curriculum Development	60,999	433,000		56,932								
4. Guidance and Counseling	1,004,331	5,118,750	128,000	1,000,000	7,187,296	171,458		1,323,000			1,921,098	
5. Preservice and Inservice Training	31,724			18,670								
6. Grants (Overcome Sex Bias)	946											
102 a Administration State	13,000			15,309	-							
Local		1,287,000										
SUBPART 4 (Section 140) Special Program for Disadvantaged	194,336	-	-	17,490	-	-						
SUBPART 5 (Section 150) Consumer/Homemaking Ancillary Services												
Program Instruction								1,100,000	507,600			
Depressed Areas												
SUBPART 1 (Section 102 d)	48,584											
TOTAL	5,546,523	85,245,688	11,889,720	4,184,257	84,435,109	4,188,004	1,371,200	43,835,160	4,840,350	1,351,783	44,750,545	7,801,928

TABLE 7:

DEVIATIONS, COMMENTS SUMMARY AND IMPLICATIONS

POSTSECONDARY AND ADULT

DEVIATIONS		COMMENTS, SUMMARY AND IMPLICATIONS
DISADVANTAGED		
P-SEC. ADULT Actual expenditures lower than estimated	P-SEC. ADULT	In addition to the $1,653,070 expended from FY 1981 funds, the unexpended federal balance of $458,378 from FY 1980 and an equal amount of State or local matching funds were also expended.
HANDICAPPED		
P-SEC. ADULT Actual expenditures lower than estimated	P-SEC. ADULT	In addition to the $579,551 expended from FY 1981 funds, the unexpended federal balance of $288,408 from FY 1980 and an equal amount of State or local matching funds were also expended.
SUBPART 2		
P-SEC. ADULT Actual expenditures lower than estimated	P-SEC. ADULT	The State Legislature did not appropriate the level of funding that had been estimated. Local level expenditures were less than had been estimated.
SUBPART 3		
P-SEC. ADULT Actual expenditures larger than estimated	P-SEC. ADULT	The funds appropriated were larger than those which had been estimated.
SUBPART 4		
P-SEC. Actual expenditures lower than estimated	P-SEC.	In addition to the $17,490 expended from FY 1981 funds, the unexpended balance from FY 1980 of $126,964 was also expended.

TABLE 8: FUNDING BY PURPOSE AT THE POSTSECONDARY LEVEL -- PROJECTED BENEFITS AND ACTUAL ACCOMPLISHMENTS

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
DISADVANTAGED AND LIMITED ENGLISH SPEAKING Provide tutorial assistance, remedial education, skill development, consumer education, guidance, motivational training, job orientation and placement which will assist these target groups to succeed in vocational education.	Provide instruction and program services which will assist 29,000 postsecondary and adult disadvantaged and 1400 limited English speaking individuals to succeed in vocational education and to develop employment skills.	There were 47,052 postsecondary and adult students and 2,806 limited English speaking students which were provided programs, services on activities paid for from these funds.
HANDICAPPED Provide counseling, remedial education, tutorial assistance, reader services, interpreter services, work evaluation, skill training, consumer education, motivational training, job orientation and placement which will assist this group to succeed in vocational education.	Provide instruction and program services to assist 5,500 postsecondary and adult handicapped to succeed in vocational education and to develop employment skills.	There were 3,037 handicapped students which received programs, services, and activities paid for from these funds. An additional 2,652 handicapped students were enrolled but did not require additional assistance.
SUBPART 2		
Vocational Education Provide vocational/technical programs of less than baccalaureate level. Expand, where possible, new and emerging occupational programs.	Vocational and technical education will be provided for 68,755 full- and part-time students so that they can qualify for employment or upgrade job skills.	There were 77,004 part-time and full-time postsecondary students enrolled and 31,679 part-time and full-time long term adults (vocational) students enrolled.
Work-Study Provide work-study programs to assist selected individuals to continue their vocational programs.	Provide income to 125 students who work for a public or non-profit agency.	There were 97 students who were assisted with vocational work-study funding. These were an additional 789 postsecondary students who were assisted with college work-study funding.

TABLE 8: (Con'd) FUNDING BY PURPOSE AT THE POSTSECONDARY LEVEL -- PROJECTED BENEFITS AND ACTUAL ACCOMPLISHMENTS

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Cooperative Education Provide work experience related to program of study through cooperating businesses and industries.	Provide work experience through cooperating businesses and industries for 925 students.	There were 2,057 postsecondary and long term adult students enrolled in cooperative education.
Energy Education Provide vocational programs to train individuals to install and maintain solar energy equipment.	Incorporate training skills for energy education with air conditioning, heating and refrigeration curriculum.	Four energy curriculum are in operation and three curriculums have been modified to introduce solar energy concepts to the students.
Construction Expand facilities at two institutions: Bladen Technical College and Carteret Technical College.	Added space will be available to provide additional program options.	There were 36 construction projects in the design or construction phase. Of this number 13 were completed during the fiscal year.
Sex Equity Personnel Full-time individual will assist in monitoring equal educational opportunity in vocational education and eliminating sex discrimination and sex stereotyping in vocational education programs.	Provide opportunity for prospective students to become informed of the wide variety of jobs and to thereby make a more informed selection of a vocational/technical program.	The activities for FY 1981 of sex equity personnel are listed in the FY 1983 State Plan.
Support Services for Women Provide counseling, job development and job follow-up services for women seeking employment in non-traditional areas.	Assist 100 women to seek training and employment in non-traditional areas.	There were 103 women who received services that would lead to gainful employment.
Day Care Services Provide day care services for children of vocational/technical students, while they are enrolled in vocational education programs.	Provide care for 150 young children so that a parent may participate in a vocational/technical education program.	There were 18 children of students who received day care services which allowed the parent to attend classes.

TABLE 8: (Con'd) FUNDING BY PURPOSE AT THE POSTSECONDARY LEVEL -- PROJECTED BENEFITS AND ACTUAL ACCOMPLISHMENTS

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Program for Homemakers - Heads of Household Provide vocational programs, orientation in how to seek employment and job placement services.	Provide instruction and program services which will assist 300 homemakers and heads of households to develop employment skills and become employable.	There were 403 displaced homemakers on heads of households that were provided services directed toward developing employment skills. In addition to this effort, a state funded program of Human Resource Development served 4,633 individuals; 3,364 or 72.6% of this group were women and 1,811 or 39% were welfare recipients.
Administration Provide for the administration and supervision of vocational education.	Improve the quality of programs, services, and activities.	An expenditure of $41,135,158 was used to provide for the administration and supervision of post-secondary and long-term adult (vocational) education programs.
SUBPART 3		
Research There will be a continued effort to initiate, coordinate and support research efforts to improve occupational education in one or more of these eight priority areas: articulation, assessment and evaluation, curriculum development, dissemination, guidance, instructional methodology, planning, and staff development.	Continued search for new ideas and techniques will improve the quality of programs offered.	Four projects were granted funding continuation and two projects were completed.

TABLE 8: (Con'd) FUNDING BY PURPOSE AT THE POSTSECONDARY LEVEL -- PROJECTED BENEFITS AND ACTUAL ACCOMPLISHMENTS

PROJECTED ACTIVITIES	PROJECTED ACTIVITIES	ACTUAL ACCOMPLISHMENTS
Curriculum Development Support the continued development and revision of curriculum materials.	Curriculum content and job competencies learned will be related to present and future job needs.	Expenditures of $469,961 were used to support the development and revision of curriculum and instructional materials.
Guidance and Counseling Provide counseling and guidance services for all students.	Assistance to students in selecting program and preparing for entrance into the labor market.	Expenditures of $8,295,785 were made to provide guidance and counseling for post-secondary and long-term adult (vocational) students.
Pre-Service and In-service Training Provide in-service training for instructors and administrators.	Improve quality of instruction and administration.	Sixty-nine inservice training sessions were provided to 4,035 instructors and administrators.
Grants (Overcome Sex Bias) Provide support for activities that are directed toward reducing sex discrimination and sex stereotyping.	Elimination of references to sex bias or sex stereotyping in materials and provision of training to counselors, administrators and instructors in effectively overcoming sex bias and stereotyping.	Data was not collected to indicate the purposes for which expenditures were made.
Administration Provide for administration and supervision of vocational education.	Improve the quality of programs, services, and activities.	Information is included as a part of the data in Subpart 2.
SUBPART 4		
Special Programs for the Disadvantaged Provide programs, services, and activities for the disadvantaged in areas of high youth employment or in areas with high dropout rates to assist them to succeed in vocational programs.	Provide instruction and program services to 2,000 young adults to assist them in succeeding in vocational education and becoming employable.	There were 1,645 young adults who were provided programs, services and activities which were funded from these funds.

TABLE 8: (Con'd) FUNDING BY PURPOSE AT THE POST-SECONDARY LEVEL -- PROJECTED BENEFITS AND ACTUAL ACCOMPLISHMENTS

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
SUBPART 1		
102(d) Plans, Reports, and Evaluation Funds will be used as needed to support the development of State Plans, Accountability Reports, data collection and evaluation of vocational education programs.	Activities will be directed toward the improvement of vocational education programs.	Funding has been used to do a follow-up of 66,000 graduates and leavers.

TABLE 8: (Con'd) FUNDING BY PURPOSE AT THE ADULT LEVEL -- PROJECTED BENEFITS AND ACTUAL ACCOMPLISHMENTS

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
DISADVANTAGED AND LIMITED ENGLISH SPEAKING Provide tutorial assistance, remedial education, skill development, consumer education, guidance, motivational training, job orientation and placement which will assist these target groups to succeed in vocational education.	Provide instruction and program services for 38,000 disadvantaged and 500 limited English speaking to assist them to succeed in vocational education.	Data for this category is included in the post-secondary analysis.
HANDICAPPED Provide counseling, remedial education, tutorial assistance, reader services, interpreter services work evaluation, skill training, consumer education, motivational training, job orientation and placement which will assist this group to succeed in vocational education.	Provide instruction and program services for 7,000 handicapped to assist them to succeed in vocational education.	Data for this category is included in the post-secondary analysis.
SUBPART 2 Vocational Education Provide preparatory and supplemental vocational education programs for adults who can profit from such instruction.	Provide preparatory or upgrading training for 299,745 adults to develop or to increase employment competencies. a. Ambulance Attendant (12,900) b. Apprenticeship Related (2,000) c. Corrections (3,000) d. Human Resource Development (4,450) e. New and Expanding Industry (3,450) f. Remedial (800)	There were 31,679 long term adults (vocational) included in the total of 282,435. Included also in the group total were the enrollments in the following specific categories: a. Ambulance Attendant 16,044 (+3,144) b. Apprenticeship Related 2,214 (+241) c. Corrections* d. Human Resource Development 3,852 (-598) e. New and Expanding Industry 2,747 (-703) f. Remedial 624 (-176)

TABLE 8: (Con'd) FUNDING BY PURPOSE AT THE ADULT LEVEL -- PROJECTED BENEFITS AND ACTUAL ACCOMPLISHMENTS

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
		*Our data does not provide the number of correctional inmates which have received training in adult extension. There were 90 inmates enrolled in post-secondary curriculum programs and 2,021 enrolled in long-term adult (vocational) programs.
Administration Provide for the administration and supervision of vocational education.	Improve the quality of programs, services, and activities.	
SUBPART 3		
Guidance and Counseling Provide counseling and guidance services for all students.	Assistance to students in selecting program and preparing for entrance into the labor market.	An expenditure of $2,470,509 was made to provide administration and supervision for the short-term adult programs.
SUBPART 5		
Consumer/Homemaking Provide consumer and homemaking programs and activities.	Provide instruction and program services to assist 33,500 adults to become better consumers and homemakers.	There were 50,130 individuals which were provided courses in consumer and homemaking.

Table 8 (cont'd)

Results of Activities of Sex Equity Personnel - Post Secondary

1. Some 500 persons in the North Carolina education community received the statistical report, "Participation by Minorities and Women in the North Carolina Community College System, 1970-79." There were approximately 50 extra requests for this report. (Analysis shows that without exception percentages of women increased in nontraditional programs, often by ten to fifteen percentage points. The largest increase was in distribution and marketing, in which female participation increased by twenty-one percentage points from 13% to 34% between 1971 and 1978.)

   Due to the usefulness of the report, the 1980-81 edition was begun during the same year.

2. Awareness campaign

   a) Institutional personnel and other relevant state agencies receive a newsletter three times annually containing information on new federal regulations, sex equity program development, sociological trends, and the changing, nontraditional work force. Institutions with viable sex equity programs have been publicized for their value to other institutions.

      Due to requests the circulation of the newsletter increases by about 25 recipients each year. Also, because the newsletter discusses resource materials available, the sex equity office responds to specific requests for materials as a result of the newsletter medium.

   b) As a result of collaboration with the director of the project, "A Model to Increase Nontraditional Enrollment in Community Colleges," (see No. 3 below), sex equity in vocational education has been promoted on regional radio, television, and newspaper.

3. As a result of a contract between and subsequent collaboration with the Occupational Education Research office and North Carolina State University, the project, "A Model to Increase Sex Equity," has been researched, developed, and disseminated to all institutions. The dissemination included three regional "hands-on" workshops to train institutional officials (most of whom are engaged in student personnel work) in practical ways to use the model.

4. Resulting from the formation of an ad hoc planning committe in May, 1980, two regional sex equity workshops were held in November, 1980. The theme was "Tapping New Resources and Serving New Clientele: Women and Men in Nontraditional Programs." Some 45 persons representing student personnel programs of institutions were served. These persons were exposed to program development strategies and funding development techniques and were also subjected to sensitivity training concerning men and women in the nontraditional work force. These two regional workshops also created local involvement in the sex equity effort by including local officials in both the planning and delivery phases of the workshops.

Another result of the ad hoc planning committee was the formation of an informed network of sex equity professionals and sympathizers. This, in turn, gave impetus to a second sex equity workshop in November, 1981, (the emphasis was on older women returning to campus).

As a result of the second workshop, some institutions are using one of the training components for their home faculties. Also, one of the counseling models presented in this workshop was so well received that the sex equity coordinator and the presenter are preparing it as a written model for dissemination throughout the state.

5. Technical assistance provided has resulted in:

    a) Compilation and referral of resources used in local workshops

    b) Clarification of regulations at institutions' requests

    c) Dissemination of information to institutions and general public upon request.

6. As a result of the Methods of Administration (MOA), the sex equity coordinator developed a Title IX compliance checklist primarily for institutions' use. An outgrowth of this was the development of the checklist into an instrument that was used for the MOA on-site reviews.

7. Contact with the Council on the Status of Women was maintained, which resulted in their participation in the sex equity workshop (see No. 4 above). Also, a working committee was formed comprising council representatives, the sex equity coordinator, and Employment Security officials for the purpose of further development of the Displaced Homemaker Program.

8. Incentives for exemplary sex equity programs were awarded to two institutions in accordance with established criteria. Incentives were a) certificate of recognition and b) a book on women's issues.

SUMMARY FOR POSTSECONDARY AND ADULT FY 1981

PROGRAM SERVICE	PROJECTED			ACTUAL			ACTUAL FEDERAL GRANT	UNEXPENDED BALANCE	
	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL		FEDERAL	STATE/LOCAL
DISADVANTAGED	1,329,708	1,329,708		816,599	822,579	3,388	1,329,708	513,109	513,109
Limited English Speaking	5,252	5,252		5,252	5,252		5,252	-0-	
HANDICAPPED	667,480	667,480		288,562	290,071	972	667,480	378,918	378,918
SUBPART 2 (Section 120) SUBTOTAL	3,444,881	117,767,884	16,094,470	3,277,226	118,947,026	11,814,114	3,444,881	167,655	1,899,673
A. Vocational Education	3,111,856	89,800,500	9,899,360	2,996,772	81,238,471	9,763,258	3,156,835	160,063	1,899,673
B. Work-Study	14,360		14,360	-		-			
C. Cooperative Education		[292,000]							
D. Energy Education	[2,100]								
E. Construction	225,000	3,600,000	4,000,000	225,000	267,296		225,000	-0-	
F. Sex Bias Office Personnel	41,665			8,783			13,186	4,403	
I. Industrial Arts									
J. Support Services for Women	[11,785]								
K. Day Care Services	[23,322]								
L. Programs/Homemakers, Head-House.	[14,651]			8,700	9,515		8,700	-0-	
102 a Administration State	52,000	1,290,000		37,971			41,160		3,189
Local		23,077,384	2,180,750		37,431,744	2,050,856			
SUBPART 3 (Section 130) SUBTOTAL	1,227,482	8,192,916	128,000	1,130,911	9,120,726	17,458	1,227,482	96,571	187,880
1. Research	116,482	30,366		40,000	12,332		96,140	56,140	
2. Exemplary									
3. Curriculum Development	60,999	433,800		56,932			56,932	-0-	
4. Guidance and Counseling	1,004,331	6,441,750	128,000	1,000,000	9,108,394	171,458	1,023,276	23,276	
5. Preservice and Inservice Training	31,724			18,670					
6. Grants (Overcome Sex Bias)	946			-0-					
102 a Administration State	13,000			15,309			28,356	13,047	
Local		1,287,000							
SUBPART 4 (Section 140) Special Program for Disadvantaged	194,336			17,490			194,336	176,846	
SUBPART 5 (Section 150) Consumer/Homemaking Ancillary Services									
Program Instruction		1,100,000	507,600						
Depressed Areas									
SUBPART 1 (Section 102 d)	48,584						48,584	48,584	
TOTAL	6,917,723	129,063,240	16,730,070	5,536,040	129,185,654	11,989,932	6,917,723	1,381,683	2,979,580

Table 10: STATE SUMMARY OF FUNDING BY PURPOSE - 1980-81

PROGRAM SERVICE		PROJECTED			ACTUAL			ACTUAL FEDERAL GRANT	UNEXPENDED BALANCE	
		FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL		FEDERAL	STATE/LOCAL
DISADVANTAGED		3,999,229	2,397,516	1,601,713	2,796,698	1,612,492	1,188,259	3,998,455	1,201,757	1,201,757
Limited English Speaking		6,053	5,572	481	6,823	5,880	943	6,827	4	4
HANDICAPPED		2,002,641	1,468,577	534,064	1,478,321	766,553	715,696	2,002,641	524,320	524,320
SUBPART 2 (Section 120) SUBTOTAL		10,335,674	157,768,888	32,547,737	9,732,665	153,606,056	27,166,033	10,335,674	603,009	1,942,936
A. Vocational Education		* 9,404,086	124,661,385	25,171,274	9,104,930	109,329,420	23,321,726	9,544,169	439,239	1,899,673
B. Work-Study		414,360		185,789	199,052		81,935	300,000	100,948	43,263
C. Cooperative Education			[6,246,580]	[2,551,963]		[5,860,222]	[2,511,473]			
D. Energy Education		[2,100]	3,600,000	4,000,000						
E. Construction		225,000			225,000	267,296		225,000		
F. Sex Bias Office Personnel		81,665			25,763			53,174	27,411	
I. Industrial Arts			1,104,214	490,409		2,256,156	937,635			
J. Support Services for Women		[11,785]								
K. Day Care Services		[23,322]								
L. Programs/Homemakers, Head-House.		[14,651]			8,700	9,515		8,700		
102 a Administration	State	210,563	3,947,192		169,220	2,375,714		204,631	35,411	
	Local		24,456,097	2,700,265		39,367,955	2,824,737			
SUBPART 3 (Section 130) SUBTOTAL		3,682,814	8,713,080	1,066,957	3,125,527	10,450,903	1,410,198	3,682,814	557,287	187,880
1. Research		243,246	71,261		129,463	74,636		221,904	92,441	
2. Exemplary		25,000						25,000	25,000	
3. Curriculum Development		170,999	433,800		56,932			165,632	108,700	
4. Guidance and Counseling		2,715,963	6,921,019	1,066,957	2,711,632	10,376,267	1,410,198	2,734,908	23,276	187,880
5. Preservice and Inservice Training		477,905			181,901			470,155	288,254	
6. Grants (Overcome Sex Bias)		946								
102 a Administration	State	48,755			45,599			65,215	19,616	
	Local		1,287,000							
SUBPART 4 (Section 140) Special Program for Disadvantaged		583,066		11,084	333,432		7,818	583,066	249,634	3,831
SUBPART 5 (Section 150) Consumer/Homemaking	Ancillary Services									
	Program Instruction	117,879	1,788,060	880,454		1,018,400	454,698			
	Depressed Areas	1,150,202	6,307,436	2,739,346	1,268,081	7,522,664	3,436,342	1,268,081		
SUBPART 1 (Section 102 d)		145,766			20,182			145,766	125,584	
TOTAL		22,023,324	178,449,129	39,381,836	18,761,729	174,982,948	34,379,987	22,023,324	3,261,595	3,860,728

[ ] Non Add
* Includes New Programs

LEVEL: STATE

STATE MAINTENANCE OF EFFORT

	Expenditures - FY 1980			Expenditures - FY 1981		
	Federal	State	Federal Unexpended	Federal	State	Federal Unexpended
Disadvantaged	[3,400,243]	[3,400,243]	-0-	[2,796,698]	[2,800,751]	[1,201,757]
Limited English Speaking	[16,965]	[16,965]	-0-	[6,823]	[6,823]	[4]
Handicapped	[1,708,604]	[1,708,605]	-0-	[1,478,321]	[1,482,249]	[524,320]
Subpart 2	13,772,378	170,748,178	-0-	14,014,507	185,061,912	2,329,090
Subpart 3	3,306,734	9,878,921	-0-	3,125,527	11,861,101	557,287
Subpart 4	580,989	12,166	-0-	333,432	7,818	249,634
Subpart 5	1,263,563	10,790,836	-0-	1,268,081	12,432,104	-0-
Section 102 (d)	145,247	-0-	-0-	20,182	-0-	125,584
Total	19,068,911	191,430,101	-0-	18,761,729	209,362,935	3,261,595
Federal Grant	19,068,911			22,023,324		

TABLE: 12

SUMMARY OF FY 1980 UNEXPENDED FEDERAL FUNDS EXPENDED IN FY 1981

	SECONDARY				POST-SECONDARY			
	FEDERAL FUNDS			STATE/ LOCAL MATCH	FEDERAL FUNDS			STATE/ LOCAL MATCH
	BALANCE FORWARD	EXPENDED	UNEXPENDED		BALANCE FORWARD	EXPENDED	UNEXPENDED	
Disadvantaged	[366,887]	[366,887]	-0-	[366,888]	[458,378]	[458,378]	-0-	[452,398]
Limited English Speaking	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Handicapped	[131,638]	[131,638]	-0-	[131,638]	[288,408]	[288,408]	-0-	[286,898]
Subpart 2	955,274	955,274(1	-0-	506,187	1,081,482	1,081,482(4	-0-	2,386,450
Subpart 3	345,136	345,136(2	-0-	13,759	125,454	125,454(5	-0-	-0-
Subpart 4	39,434	39,434	-0-	-0-	126,964	126,964	-0-	-0-
Subpart 1	103,457	103,457(3	-0-	-0-	34,017	34,017(6	-0-	-0-
TOTAL	1,443,301	1,443,301	-0-	519,946	1,367,917	1,367,917	-0-	2,386,450

(1) 1,328 was spent in the 25-27 month (July 1 - September 30, 1981)

(2) 27,437 was spent in the 25-27 month (July 1 - September 30, 1981)

(3) 14,394 was spent in the 25-27 month (July 1 - September 30, 1981)

(4) 73,773 was spent in the 25-27 month (July 1-September 30, 1981)

(5) 55,545 was spent in the 25-27 month (July 1-September 30, 1981)

(6) 27,607 was spent in the 25-27 month (July 1-September 30, 1981)

TABLE: 13

LEVEL: STATE

MINIMUM PERCENTAGES OF BASIC GRANT 1980-81

	Basic Grant	Sex Bias	Disadvantaged 20%	Handicapped 10%	Post-Secondary 15%	Subpart 2 80%	Subpart 3 20%
Total Grant	$ 20,026,411	$ 50,000	$ 4,005,282	$ 2,002,641	$ 3,003,962	$ 7,281,712	$ 3,682,814
Post-Secondary	6,674,803	16,665	1,334,960	667,480	3,003,962	424,254	1,227,482
Secondary	13,351,608	33,335	2,670,322	1,335,161	-0-	6,857,458	2,455,332

Special Needs (Subpart 4)

Total Grant	$ 583,066
Post-Secondary	194,336
Secondary	388,730

Consumer and Homemaking (Subpart 5)

Total Grant	$ 1,268,081
Post-Secondary	-0-
Secondary	1,268,081

Limited English Speaking (To be expended from Disadvantaged Funds)

Total Grant	$ 6,827
Post-Secondary	5,252
Secondary	1,575

TABLE 14.

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT FOR MONTHS OF EMPLOYMENT FOR 1980-81
FOR SUB-PARTS 2, 3, & 5
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

REIM. RATE	LEA	ESTIMATED MONTHS OF EMPLOYMENT					ESTIMATED REIMBURSEMENT					
					SUB-PART 5					SUB-PART 5		
		STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	LOCAL
70	Alamance	486.5	29	10	7.5		495,160	36,560	12,607	9,455		237,335
70	Burlington	274	25.5	10	6.5		278,877	32,148	12,607	8,195		142,212
72	Alexander	163	25	9	6.5		170,641	32,418	11,670	8,429		86,784
70	Alleghany	70.5	22.5	8.5	5.5		71,755	28,366	10,716	6,934		50,473
72	Anson	208	29	7.5	7.5		217,751	37,605	9,725	9,725		106,869
70	Ashe	255	26.5	10	6.5		259,539	33,409	12,607	8,195		134,464
74	Avery	95	31	9	7.5		102,216	41,315	11,995	9,996		58,156
70	Beaufort	158	27.5	10.5	7		160,812	34,669	13,237	8,825		93,233
70	Washington	129	25.5	9.5	6.5		131,296	32,148	11,977	8,195		78,693
74	Bertie	189	30	10.5	7.5		203,356	39,982	13,994	9,996		93,926
74	Bladen	245.5	30.5	10.5	7.5		264,148	40,649	13,994	9,996		115,520
68	Brunswick	271	28	9.5	7		267,943	34,291	11,634	8,573		151,737
68	Buncombe	929.5	27.5	9.5	6.5		919,015	33,679	11,634	7,960		457,547
68	Asheville	207	25.5	9	6.5		204,665	31,229	11,022	7,960		119,942
70	Burke	487.5	28	9.5	7		496,178	35,300	11,977	8,825		236,691
70	Cabarrus	326	28.5	10	7		331,803	35,930	12,607	8,825		166,785
70	Concord	112.5	23	9	5.5		114,503	28,996	11,346	6,934		69,334
70	Kannapolis	177	25	8.5	6.5		180,151	31,518	10,716	8,195		98,820
72	Caldwell	484.0	28	9.5	7		506,690	36,308	12,319	9,077		219,487
74	Camden	29.5	29.5	10	7.5		31,741	39,316	13,327	9,996		33,161
70	Carteret	255	29	10	7.5		259,539	36,560	12,607	9,455		136,355
74	Caswell	146.5	25	8.5	6.5		157,628	33,319	11,328	8,663		74,113
68	Catawaba	462.5	26.5	9	6.5		457,283	32,454	11,022	7,960		239,397
68	Hickory	160	21.5	7.5	5.5		158,195	26,331	9,185	6,736		94,328
68	Newton	88.5	22.5	7.5	5.5		87,502	27,555	9,185	6,736		61,637
70	Chatham	236	27	9	6.5		240,201	34,040	11,346	8,195		125,907
74	Cherokee	122	30	10	7.5		131,267	39,982	13,327	9,996		68,363

TABLE 14

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENT FOR MONTHS OF EMPLOYMENT FOR 1980-81
FOR SUB-PARTS 2, 3, & 5
SECONDARY

REIM. RATE	LEA	ACTUAL MONTHS OF EMPLOYMENT					ACTUAL REIMBURSEMENT					
					SUB-PART 5					SUB-PART 5		
		STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	LOCAL
70	Alamance	494	23	8.5	7.5		494,000	30,383	11,365	9,713		230,992
70	Burlington	283	23.5	8.5	6.5		283,000	31,044	11,365	8,418		136,316
72	Alexander	169.5	27	9	6.5		174,416	36,693	12,375	8,658		83,952
70	Alleghany	66	38		5.5		66,000	50,198		7,123		46,428
72	Anson	208	27	9.5	7.5		214,032	36,693	13,063	9,990		99,792
70	Ashe	255.5	27	9	6.5		255,500	35,667	12,033	8,418		126,352
74	Avery	93	32	10.5	7.5		98,301	36,672	14,837	7,268		52,481
70	Beaufort	151.5	29.5	10	7		151,500	38,970	13,370	9,065		83,952
70	Washington	132.5	27.5	9.5	6.5		132,500	36,328	12,702	8,418		74,624
74	Bertie	186.5	32	11	7.5		197,131	36,672	13,543	10,268		86,979
74	Bladen	248.5	28.5	10	7.5		262,665	39,786	14,130	10,268		108,082
68	Brunswick	281	26	9	7		273,132	33,358	11,691	8,806		145,996
68	Buncombe	937.5	21.5	7.5	6.5		911,250	27,585	9,743	8,177		454,796
68	Asheville	209.5	23.5	8.5	6.5		203,634	30,151	11,042	8,177		112,096
70	Burke	495	22	8	7		495,000	29,062	10,696	9,065		230,568
70	Cabarrus	326	22.5	23	7		326,000	29,723	25,751	9,065		160,484
70	Concord	111.5	25	8.5	5.5		111,500	33,025	11,365	7,123		63,812
70	Kannapolis	172	13	8.5	6.5		172,000	17,173	11,365	8,418		84,800
72	Caldwell	508.5	22	8	7		523,247	29,898	11,000	9,324		216,018
74	Camden	27	30	7	7.5		28,539	33,880	9,891	8,268		26,241
70	Carteret	260.5	27	9.5	7.5		260,500	35,667	12,702	9,713		129,108
74	Caswell	144.5	27	9	6.5		152,737	37,692	12,717	8,899		68,629
68	Catawba	470	20.5	7.5	6.5		456,840	26,302	9,743	8,177		228,034
68	Hickory	156.5	23.5	8	5.5		152,118	30,151	10,392	6,919		87,462
68	Newton	83	22.5	2	5.5		80,676	28,868	2,598	6,919		51,076
70	Chatham	238.5	23.5	8.5	6.5		238,500	31,044	11,365	8,418		117,448
74	Cherokee	118.5	32	11	7.5		125,255	36,672	13,543	8,268		62,023

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		ESTIMATED MONTHS OF EMPLOYMENT					ESTIMATED REIMBURSEMENT					
					SUB-PART 5					SUB-PART 5		
REIM. RATE	LEA	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	LOCAL
72	Chowan	85.5	25	8.5	6		89,508	32,418	11,022	7,780		54,728
72	Clay	34.5	33	11.5	8		36,117	42,792	14,912	10,374		40,520
72	Cleveland	323	27.5	9.5	7		338,142	35,660	12,319	9,077		153,688
72	Kings Mountain	143	23	8	5.5		149,704	29,825	10,374	7,132		76,625
72	Shelby	149	24.5	8.5	6		155,985	31,770	11,022	7,780		80,328
74	Columbus	404.5	30.5	10.5	7.5		435,226	40,649	13,994	9,996		175,628
74	Whiteville	83	25	8.5	6		89,305	33,319	11,328	7,996		49,874
72	Craven	255.5	27	9	6.5		267,478	35,011	11,670	8,429		125,451
72	New Bern	207	28.5	9.5	7		216,704	36,957	12,319	9,077		106,967
72	Cumberland	1370	33.5	11.5	8.5		1,434,226	43,440	14,912	11,022		584,733
72	Fayetteville	384.5	29	10	7.5		402,525	37,605	12,967	9,725		179,986
72	Currituck	60	26	9	6.5		62,813	33,715	11,670	8,429		45,355
68	Dare	58	23	8	6		57,346	28,168	9,797	7,348		48,310
70	Davidson	592	26	9	6.5		602,538	32,778	11,346	8,195		280,653
70	Lexington	113.5	25	8.5	6.5		115,520	31,518	10,716	8,195		71,121
70	Thomasville	94.5	21	7	5.5		96,182	26,475	8,825	6,934		59,321
68	Davie	176	21.5	7.5		6.5	174,015	26,331	9,185		7,960	102,349
72	Duplin	345	35	12	9		361,174	45,385	15,561	11,670		168,696
68	Durham County	634.5	23.5	8.5		7.5	627,343	28,780	10,410		9,185	317,985
68	Durham City	348.5	21.5	8		7	344,569	26,331	9,797		8,573	183,186
72	Edgecombe	228	31	10.5	7.5		238,689	40,198	13,616	9,725		117,533
72	Tarboro	111	24	8	6		116,204	31,121	10,374	7,780		64,353
68	Forsyth	1712	26	9	6.5		1,692,689	31,842	11,022	7,960		820,477
74	Franklin	168	31	10.5	8		180,761	41,315	13,994	10,662		86,690
74	Franklinton	41	25	8.5	6		44,114	33,319	11,328	7,996		33,996
70	Gaston	1215	29.5	10	7.5		1,236,627	37,191	12,607	9,455		555,377
72	Gates	54.5	26	9	6.5		57,055	33,715	11,670	8,429		43,116
74	Graham	61	29.5	10	7.5		65,634	39,316	13,327	9,996		45,069
74	Granville	248	32.5	11	8		266,838	43,314	14,660	10,662		117,869

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REIM. RATE	LEA	ACTUAL MONTHS OF EMPLOYMENT					ACTUAL REIMBURSEMENT					
					SUB-PART 5					SUB-PART 5		
		STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	LOCAL
72	Greene	107	32	10.5	7.5		110,103	43,488	14,438	9,990		62,172
68	Guilford	1001.5	19	7	6		973,458	24,377	9,093	7,548		491,617
68	Greensboro	1029	19.5	7	6.5		1,000,188	25,019	9,093	8,177		480,024
68	High Point	347	19	7	6		337,284	24,377	9,093	7,548		171,308
74	Halifax	301.5	28.5	10	7.5		318,686	39,786	14,130	10,268		127,533
74	Roanoke Rapids	85	32	10.5	6		89,845	44,672	14,837	8,214		48,995
74	Weldon	37.5	36	12	7.5		39,638	50,256	14,956	10,268		34,131
74	Harnett	440	24.5	8.5	7.5		465,080	34,202	12,011	10,268		176,344
70	Haywood	355	22.5	8	7		355,000	29,723	10,696	9,065		166,420
68	Henderson	314.5	24.5	8.5	6.5		305,694	31,434	11,042	8,177		160,008
68	Hendersonville	44	23.5	9	5.5		42,768	30,151	11,691	6,919		37,064
72	Hertford	177.5	35	11.5	8		182,648	47,565	15,813	10,656		91,872
74	Hoke	142	33	11	7.5		150,094	46,068	15,543	10,268		71,015
72	Hyde	18.5	37	12	7.5		19,037	50,283	14,167	9,990		29,700
70	Iredell	388.5	18.5	7	6.5		388,500	24,439	9,359	8,418		178,292
70	Mooresville	64	25	6.5	6		64,000	33,025	8,691	7,770		43,036
70	Statesville	123	23.5	8	5.5		123,000	31,044	10,696	7,123		67,840
68	Jackson	148.5	27	9	6.5		144,342	34,641	11,691	8,177		86,332
74	Johnston	574	25	9	7.5		606,718	34,900	12,717	10,268		225,889
72	Jones	93	31	10	6		95,697	42,129	13,750	7,992		55,440
70	Lee/Sanford	266	25	8.5	6.5		266,000	33,025	11,365	8,418		129,744
70	Lenoir	377	25	8.5	6.5		377,000	33,025	11,365	8,418		176,808
70	Kinston	179	27	9	6		179,000	35,667	12,033	7,770		93,704
72	Lincoln	310	24.5	8.5	6.5		318,990	33,296	11,688	8,658		138,402
68	Macon	124	26	9	6		120,528	33,358	11,691	7,548		74,580
74	Madison	116	32	10.5	6.5		122,612	44,672	14,837	8,899		60,555
68	Martin	210	27	9.5	7.5		204,120	34,641	12,341	9,435		114,808
72	McDowell	258	25	8.5	6.5		265,482	33,975	11,688	8,658		118,008
68	Mecklenburg	2856	21.5	8	7		2,690,898	27,585	10,392	8,806		1,347,410
68	Mitchell	84	29.5	10	6		81,648	37,849	12,990	7,548		58,534

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REIM. RATE	LEA	ESTIMATED MONTHS OF EMPLOYMENT					ESTIMATED REIMBURSEMENT					
					SUB-PART 5					SUB-PART 5		
		STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	LOCAL
70	Montgomery	144	22.5	8		7	146,563	28,366	10,086		8,825	83,074
70	Moore	386.5	26	9.5		8	393,380	32,778	11,977		10,086	192,095
70	Nash	376	30	10.5	7.5		382,693	37,821	13,237	9,455		189,945
70	Rocky Mount	226	26.5	9	6.5		230,023	33,409	11,346	8,195		121,274
68	New Hanover	769	29.5	10	7.5		760,326	36,128	12,247	9,185		384,888
74	Northampton	188	32	11	8		202,280	42,648	14,660	10,662		94,953
68	Onslow	591.5	29.5	10	7.5		584,828	36,128	12,247	9,185		302,300
68	Orange	170.5	20.5	7.5		6.5	168,577	25,106	9,185		7,960	99,213
68	Chapel Hill	176	22	8		7	174,015	26,943	9,797		8,573	103,213
74	Pamlico	77	32	11	8		82,849	42,648	14,660	10,662		52,990
72	Pasquotank	191	30	10.5	7.5		199,954	38,902	13,616	9,725		101,966
74	Pender	175.5	31	10.5	7.5		188,831	41,315	13,994	9,996		89,291
72	Perquimans	55.5	26	9	6.5		58,102	33,715	11,670	8,429		43,523
68	Person	214.5	25.5	9	6.5		212,080	31,229	11,022	7,960		123,431
70	Pitt	424.5	29.5	10	7.5		432,056	37,191	12,607	9,455		210,561
70	Greenville	183.5	25.5	9	6.5		186,766	32,148	11,346	8,195		102,195
68	Polk	80.5	21	7	5.5		79,592	25,718	8,573	6,736		56,762
68	Tryon	11.5	21	7	5.5		11,370	25,718	8,573	6,736		24,657
70	Randolph	472	27	9	6.5		480,402	34,039	11,346	8,195		228,849
70	Asheboro	148	23	8	5.5		150,634	28,996	10,086	6,934		84,279
74	Richmond	348.5	30.5	10.5	7.5		374,972	40,649	13,994	9,996		154,458
74	Robeson	535.5	35	12	9		576,177	46,646	15,993	11,995		228,663
74	Fairmont	71.5	31	10.5	7.5		76,931	41,315	13,994	9,996		49,975
74	Lumberton	153	27.5	9.5	6.5		164,622	36,650	12,661	8,663		78,209
	Maxton											
74	Red Springs	42	27.5	9.5	6.5		45,190	36,650	12,661	8,663		36,247
74	St. Pauls	38.5	27.5	9.5	6.5		41,424	36,650	12,661	8,663		34,924
70	Rockingham	175	20.5	7.5		6.5	178,115	25,844	9,455		8,195	94,975
70	Eden	163.5	20.5	7.5		6.5	166,410	25,844	9,455		8,195	89,959
70	Madison Mayodan	88	20.5	7.5		6.5	89,566	25,844	9,455		8,195	57,026

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		ACTUAL MONTHS OF EMPLOYMENT					ACTUAL REIMBURSEMENT					
					SUB-PART 5				SUB-PART 5			
REIM. RATE	LEA	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	TOTAL
72	Chowan	87	31	10	6		89,523	42,129	13,750	7,992		53,064
72	Clay	29	40	4	8		29,841	46,360	5,500	9,960		32,076
72	Cleveland	341	21.5	8	7		350,889	29,219	11,000	9,324		149,490
72	Kings Mountain	140.5	25	8.5	5.5		144,575	33,975	11,688	7,326		71,082
72	Shelby	146.5	26.5	9	6		150,749	36,014	12,375	7,992		74,448
74	Columbus	407	28.5	10	7.5		430,199	39,786	14,130	10,268		166,251
74	Whiteville	79.5	31	10	6		84,032	43,276	14,130	8,214		46,426
72	Craven	264	25	8.5	6.5		271,656	33,975	11,688	8,658		120,384
72	New Bern	199.5	26.5	9	7		205,286	36,014	12,375	9,324		95,832
72	Cumberland	1377.5	27.5	10	8.5		1,417,448	37,373	13,750	9,322		578,706
72	Fayetteville	392	23	8.5	7.5		403,368	31,257	11,688	9,990		170,676
72	Currituck	54.5	32	10.5	6.5		56,081	43,488	14,438	8,658		40,986
68	Dare	51	24	9	6		49,572	30,792	11,691	7,548		40,680
70	Davidson	597.5	27.5	7.5	6.5		597,500	36,328	10,028	8,418		270,936
70	Lexington	110.5	27	9	6.5		110,500	35,667	12,033	8,418		64,872
70	Thomasville	89.5	27	9	5.5		89,500	35,667	12,033	7,123		55,544
68	Davie	173.5	23.5	8.5		6.5	168.642	30,151	11,042		8,177	95,824
72	Duplin	348	32.5	11.5	9		358,092	44,168	13,813	9,988		158,796
68	Durham County	605	17.5	7		7.5	588,060	22,453	9,093		9,435	287,924
68	Durham City	351	19.5	7.5		7	341,172	25,019	9,743		8,806	174,020
72	Edgecombe	211.5	29	10	7.5		217,634	39,411	11,750	9,990		102,168
72	Tarboro	113.5	26	9	6		116,792	35,334	12,375	7,992		61,182
68	Forsyth	1719.5	20	7.5	6.5		1,671,354	25,660	9,743	8,177		807,582
74	Franklin	167.5	29.5	10	8		177,048	41,182	12,130	10,952		78,905
74	Franklinton	34	31	8.5	6		35,938	43,276	12,011	8,214		29,177
70	Gaston	1222.5	23.5	8.5	7.5		1,222,500	31,044	11,365	9,713		550,088
72	Gates	45.25	32	10.5	6.5		46,562	43,488	14,438	8,658		37,323
74	Graham	59	36	9	7.5		62,363	42,256	12,717	10,268		40,921
74	Granville	260	30.5	10.5	8		274,820	42,578	14,837	10,952		113,403

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		ESTIMATED MONTHS OF EMPLOYMENT					ESTIMATED REIMBURSEMENT					
					SUB-PART 5					SUB-PART 5		
REIM. RATE	LEA	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	LOCAL
72	Greene	110.5	29.5	10	7.5		115,680	38,253	12,967	9,725		68,688
68	Guilford	994	25	8.5	6		982,788	30,617	10,410	7,348		485,253
68	Greensboro	1021.5	25	9	6.5		1,009,977	30,617	11,022	7,960		498,624
68	High Point	339.5	25	8.5	6		335,670	30,617	10,410	7,348		180,727
74	Halifax	299	30.5	10.5	7.5		321,712	40,649	13,994	9,996		135,745
74	Roanoke Rapids	90.5	25	9	6		97,374	33,319	11,995	7,996		52,943
74	Weldon	44	29.5	10	7.5		47,342	39,316	13,327	9,996		38,642
74	Harnett	426.5	29.5	10	7.5		458,897	39,316	13,327	9,996		183,242
70	Haywood	346.5	28.5	10	7		352,668	35,930	12,607	8,825		175,727
68	Henderson	304.5	26.5	9	6.5		301,065	32,454	11,022	7,960		165,883
68	Hendersonville	50	21	7	5.5		49,436	25,718	8,573	6,736		42,571
72	Hertford	179.5	32	11	8		187,915	41,495	14,264	10,374		98,796
74	Hoke	143.0	31	10.5	7.5		153,862	41,315	13,994	9,996		77,005
72	Hyde	26	30.5	10.5	7.5		27,219	39,550	13,616	9,725		35,043
70	Iredell	379	26	9	6.5		385,746	32,778	11,346	8,195		187,742
70	Mooresville	71.5	25	8.5	6		72,773	31,518	10,716	7,564		52,530
70	Statesville	125	21.5	7.5	5.5		127,225	27,105	9,455	6,934		73,165
68	Jackson	136.5	25	8.5	6.5		134,960	30,617	10,410	7,960		86,563
74	Johnston	566.5	31	10.5	7.5		609,531	41,315	13,994	9,996		237,105
72	Jones	100.5	25	8.5	6		105,211	32,418	11,022	7,780		60,834
70	Lee/Sanford	257.5	27	9	6.5		262,084	34,039	11,346	8,195		135,285
70	Lenoir	374.5	27	9	6.5		381,166	34,039	11,346	8,195		186,320
70	Kinston	180.5	25	8.5	6		183,713	31,518	10,716	7,564		100,076
72	Lincoln	297	26.5	9	6.5		310,923	34,363	11,670	8,429		142,094
68	Macon	126.5	24	8	6		125,073	29,392	9,797	7,348		80,758
74	Madison	123.5	26	9	6.5		132,881	34,651	11,995	8,663		66,121
68	Martin	204	29	10	7.5		201,699	35,516	12,247	9,185		121,716
72	McDowell	246.5	27	9	6.5		258,056	35,011	11,670	8,429		121,787
68	Mecklenburg	2848.5	27.5	9.5	7		2,816,369	33,679	11,634	8,573		1,350,708
68	Mitchell	90	23.5	8	6		88,985	28,780	9,797	7,348		63,487

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REIM. RATE	LEA	ACTUAL MONTHS OF EMPLOYMENT					ACTUAL REIMBURSEMENT					
					SUB-PART 5					SUB-PART 5		
		STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	TOTAL
70	Montgomery	142.5	24.5	8.5		7	142,500	32,365	11,365		9,065	77,380
70	Moore	394.5	20	7.5		8	394,500	26,420	10,028		10,360	182,320
70	Nash	384	24	8.5	7.5		384,000	31,704	11,365	9,713		179,776
70	Rocky Mount	230	24.5	8.5	6.5		230,000	32,365	11,365	8,418		114,268
68	New Hanover	778.5	22	8	7.5		756,702	28,226	10,392	9,435		378,832
74	Northampton	191.5	30	10.5	8		202,416	41,880	14,837	8,952		88,080
68	Onslow	599	23.5	8.5	7,5		582,228	30,151	11,042	9,435		293,602
68	Orange	168	22.5	8		6.5	163,296	28,868	10,392		8,177	92,660
68	Chapel Hill	183.5	20	7.5		7	178,362	25,660	9,743		8,806	98,536
74	Pamlico	70.5	39	13	8		74,519	46,444	18,369	8,952		47,894
72	Pasquotank	191.5	28	10	7.5		197,054	38,052	13,750	9,990		93,852
74	Pender	172.5	33	11	7.5		182,333	46,068	15,543	10,268		82,208
72	Perquimans	46.75	32	10.5	6.5		48,106	43,488	14,438	8,658		37,917
68	Person	217.5	23.5	8.5	6.5		211,410	30,151	11,042	8,177		115,712
70	Pitt	434	22	8	7.5		434,000	29,062	10,696	9,713		199,916
70	Greenville	186.5	23.5	8	6.5		186,500	31,044	10,696	8,418		95,188
68	Polk	72.5	27	9	5.5		70,470	34,641	11,691	6,919		51,528
68	Tryon	7.5	27	7	5.5		7,290	34,641	9,093	6,919		21,244
70	Randolph	489.5	26.5	7.5	6.5		489,500	35,007	10,028	8,418		224,720
70	Asheboro	144.5	25	8.5	5.5		144,500	33,025	11,365	7,123		77,804
74	Richmond	341.5	24.5	9	7.5		360,966	34,202	12,717	10,268		140,378
74	Robeson	543	29	10.5	9		573,951	40,484	14,837	10,321		217,081
74	Fairmont	76.5	26.5	12.5	7.5		80,861	36,994	17,663	10,268		45,141
74	Lumberton	156	27.5	9.5	6.5		164,892	38,390	13,424	8,899		73,217
74												
74	Red Springs	40	24.5		6.5		42,280	34,202		8,899		26,057
74	St. Pauls	32.5	33.5	11	6.5		34,353	38,766	15,543	8,899		30,645
70	Rockingham	174.5	20.5	7.5		6.5	174,500	27,081	10,028		8,418	88,616
70	Eden	161	22.5	8		6.5	161,000	29,723	10,696		8,418	83,952
70	Madison Mayodan	83	26.5	9		6.5	83,000	35,007	12,033		8,418	53,000

TABLE 14

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT FOR MONTHS OF EMPLOYMENT FOR 1980-81
FOR SUB-PARTS 2, 3, & 5
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

REIM. RATE	LEA	ESTIMATED MONTHS OF EMPLOYMENT					ESTIMATED REIMBURSEMENT					
					SUB-PART 5					SUB_ PART 5		
		STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	LOCAL
70	Reidsville	157.5	20.5	7.5		6.5	160,304	25,844	9,455		8,195	87,342
68	Rowan	512	26	9	6.5		506,225	31,842	11,022	7,960		262,141
68	Salisbury	95	21	7	5.5		93,928	25,718	8,573	6,736		63,508
70	Rutherford	389	30	10.5	7.5		395,924	37,821	13,237	9,455		195,616
74	Sampson	320	30	10.5	7.5		344,307	39,982	13,994	9,996		143,449
74	Clinton	102	25	8.5	6		109,748	33,319	11,328	7,996		57,056
74	Scotland	235	27.5	9.5	7		252,851	36,650	12,661	9,329		109,443
68	Stanly	301	23	8	6		297,605	28,168	9,797	7,348		161,373
68	Albemarle	69.5	20	7	5		68,716	24,494	8,573	6,123		50,779
68	Stokes	233	22	8		7	230,372	26,943	9,797		8,573	129,734
70	Surry	308	29.5	10	7		313,482	37,191	12,607	8,825		159,474
70	Elkin	27	21	7	5.5		27,481	26,475	8,825	6,934		29,878
70	Mount Airy	70	21	7	5.5		71,246	26,475	8,825	6,934		48,634
72	Swain	67	29.5	10	7.5		70,141	38,253	12,967	9,725		50,978
68	Transylvania	152.5	27.5	9.5	7		150,780	33,679	11,634	8,573		96,313
72	Tyrrell	22	28.5	9.5	7		23,031	36,957	12,319	9,077		31,649
70	Union	420	27	9.5	7		427,476	34,039	11,977	8,825		206,707
70	Monroe	99.5	21.5	7.5	5.5		101,271	27,105	9,455	6,934		62,042
74	Vance	279	29.5	10	7		300,193	39,316	13,327	9,329		127,247
68	Wake	2046.5	27	10		8.5	2,023,415	33,066	12,247		10,410	978,418
74	Warren	122	31	11	8		131,267	41,315	14,660	10,662		69,534
74	Washington	111	30.5	10.5	7.5		119,432	40,649	13,994	9,996		64,674
70	Watauga	162	25	8.5	6.5		164,884	31,518	10,716	8,195		92,277
72	Wayne	542	31	10.5	8		567,409	40,198	13,616	10,374		245,621
72	Goldsboro	187	28	9.5	7		195,767	36,308	12,319	9,077		98,572
72	Wilkes	425.5	28.5	10	7		445,447	36,957	12,967	9,077		196,174
70	Wilson	510.5	29.5	10	7		519,587	37,191	12,607	8,825		247,804
70	Yadkin	218	27.5	9.5	7		221,880	34,669	11,977	8,825		118,865
72	Yancey	96	25	8.5	6		100,500	32,418	11,022	7,780		59,002
	TOTAL	41,926.5	3,848	1,326	888	91	42,766,283	4,923,838	1,696,246	1,138,781	112,925	21,404,632

TABLE 14

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENT FOR MONTHS OF EMPLOYMENT FOR 1980–81
FOR SUB-PARTS 2, 3, & 5
SECONDARY

RETM. RATE	LEA	ACTUAL MONTHS OF EMPLOYMENT					ACTUAL REIMBURSEMENT					
					SUB-PART 5				SUB-PART 5			
		STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	TOTAL
70	Reidsville	155.5	22.5	8		6.5	155,500	29,723	10,696		8,418	81,620
68	Rowan	519.5	20	7.5	6.5		504,954	25,660	9,743	8,177		250,182
68	Salisbury	89.5	27	9	5.5		86,994	34,641	11,691	6,919		59,212
70	Rutherford	383	24	8.5	7.5		383,000	31,704	11,365	9,713		179,352
74	Sampson	322.5	28	10	7.5		340,883	39,088	14,130	10,268		135,056
74	Clinton	96.5	3	5	6		102,001	4,188	7,065	8,214		40,554
74	Scotland	244.5	25.5	9	7		258,437	35,598	12,717	9,583		104,692
68	Stanly	310.5	21	7.5	6		301,806	26,943	9,743	7,548		155,940
68	Albemarle	62	26	8.5	5		60,264	33,358	11,042	6,290		45,878
68	Stokes	247	20	7.5		7	240,084	25,660	9,743		8,806	127,238
70	Surry	311.5	27.5	9.5	7		311,500	36,328	12,702	9,065		150,732
70	Elkin	20.5	27	9	5.5		20,500	35,667	12,033	7,123		26,288
70	Mount Airy	64.5	27	9	5.5		64,500	35,667	12,033	7,123		44,944
72	Swain	61	36	12	7.5		62,769	40,924	16,500	9,990		46,134
68	Transylvania	149.5	29.5	10	7		145,314	37,849	12,990	8,806		88,592
72	Tyrrell	20	31.5	11	7		20,580	42,809	13,125	9,324		27,522
70	Union	434	14	7.5	7		434,000	18,494	10,028	9,065		196,100
70	Monroe	97	23.5	8	5.5		97,000	31,044	10,696	7,123		56,816
74	Vance	281.5	27.5	9.5	7		297,546	38,390	13,424	9,583		119,459
68	Wake	2,054.5	21	8		8.5	1,960,491	26,943	10,392		10,693	965,584
74	Warren	120	32.5	11	8		126,840	45,370	13,543	10,952		62,940
74	Washington	109.5	33	11	7.5		115,742	41,366	13,543	10,268		59,087
70	Watauga	161	24.5	9	6.5		161,000	32,365	12,033	8,418		85,224
72	Wayne	549.5	25	9	8		565,436	33,975	12,375	10,656		239,234
72	Goldsboro	189.5	26	9	7		194,996	35,334	12,375	9,324		91,674
72	Wilkes	444.5	22.5	8	7		457,391	30,578	11,000	9,324		190,872
70	Wilson	518	23.5	8.5	7		518,000	31,044	11,365	9,065		241,168
70	Yadkin	220.5	25.5	9	7		220,500	33,686	12,033	9,065		111,088
72	Yancey	86.5	25	8.5	6		89,009	33,975	11,688	7,992		49,896
	Total	42,111.5	3,760	1,280	888	91	42,092,253	4,967,851	1,711,632	1,152,084	115,997	20,399,764

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STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1980-1981
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

L E A	SUB-PART 2						SUB-PART 4	
	DISADVANTAGED		HANDICAPPED		WORK - STUDY		SPECIAL DISADVANTAGED	
	ESTIMATED FUNDS ALLOTTED		ESTIMATED FUNDS ALLOTTED		ESTIMATED FUNDS ALLOTTED		ESTIMATED FUNDS ALLOTTED	
	Federal/ State	Local	Federal/ State	Local	Federal/ State	Local	Federal/ State	Local
Alamance	28,526	12,225	14,263	6,113	2,786	1,194		
Burlington	24,959	10,697	12,479	5,348	2,562	1,098		
Alexander	24,563	9,552	12,281	4,776	2,876	1,118		
Alleghany	21,791	9,339	10,896	4,670	2,651	1,136		
Anson	28,526	11,093	14,263	5,547	3,056	1,188	11,717	617
Ashe	25,750	11,036	12,875	5,518	2,921	1,252		
Avery	30,110	10,579	15,055	5,290	3,415	1,200		
Beaufort	26,942	11,547	13,471	5,773	2,696	1,155	13,095	-0-
Washington	24,959	10,697	12,479	5,348	2,562	1,098		
Bertie	29,318	10,301	14,659	5,150	3,326	1,169	12,751	-0-
Bladen	29,714	10,440	14,857	5,220	3,101	1,090		
Brunswick	27,338	12,865	13,669	6,432	3,101	1,459	11,889	-0-
Buncombe	26,542	12,490	13,271	6,245	2,651	1,248	11,889	2,098
Asheville	24,959	11,745	12,479	5,872	2,651	1,248		
Burke	27,338	11,716	13,669	5,858	2,741	1,175		
Cabarrus	27,734	11,886	13,867	5,943	2,516	1,078		
Concord	22,187	9,509	11,094	4,755	2,516	1,078		
Kannapolis	24,563	10,527	12,281	5,263	2,696	1,155		
Caldwell	27,338	10,631	13,669	5,316	2,741	1,066		
Camden	28,922	10,162	14,461	5,081	3,011	1,058		
Carteret	28,526	12,225	14,263	6,113	2,966	1,271		
Caswell	24,566	8,631	12,283	4,316	2,966	1,042		
Catawba	25,751	12,118	12,875	6,059	2,382	1,121		
Hickory	20,999	9,882	10,500	4,941	2,382	1,121		
Newton	21,791	10,255	10,896	5,128	2,382	1,121		
Chatham	26,150	11,207	13,075	5,604	2,786	1,194		
Cherokee	29,318	10,301	14,659	5,150	3,326	1,169	12,751	-0-

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENTS BASED ON FORMULAS FOR 1980-81
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE 15

	SUB-PART 2									SUB-PART 4		
	DISADVANTAGED			HANDICAPPED			WORK - STUDY			SPECIAL DISADVANTAGED		
	ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED		
L E A	Federal	State	Local	Federal	State	Local	Federal	State	Local	Federal	State	Local
Alamance	22,566	9,026	13,539	16,673	6,669	10,004	2,205		945			
Burlington	13,002	5,201	7,801	6,504	2,601	3,902	5,817		2,493			
Alexander	14,141	6,221	7,919	7,822	3,442	4,380	1,836		714			
Alleghany	14,764	5,905	8,858	7,385	2,953	4,431	5,846		2,505			
Anson	15,387	6,770	8,617	5,044	2,219	2,825	-0-		-0-	11,717		617
Ashe	14,545	5,817	8,727	7,275	2,910	4,365	4,932		2,114			
Avery	26,187	12,569	13,617	9,043	4,340	4,702	1,590		559	13,095		
Beaufort	5,010	2,003	3,006	3,751	1,500	2,250	-0-		-0-			
Washington	24,764	9,905	14,858	7,385	2,953	4,431	817		350			
Bertie	12,881	6,183	6,698	4,755	2,282	2,472	-0-		-0-	12,751		
Bladen	21,558	10,347	11,210	14,160	6,797	7,363	-0-		-0-	11,889		
Brunswick	14,746	5,308	9,437	7,376	2,655	4,720	989		465	11,889		2,098
Buncombe	49,456	17,804	31,652	21,917	7,890	14,027	3,846		1,810			
Asheville	18,930	6,815	12,115	8,207	2,954	5,252	1,646		775			
Burke	14,704	5,881	8,822	11,771	4,708	7,062	3,475		1,489			
Cabarrus	25,325	10,130	15,195	10,884	4,353	6,530	4,303		1,844			
Concord	15,222	6,088	9,133	6,614	2,645	3,968	3,409		1,461			
Kannapolis	7,550	3,019	4,530	5,490	2,195	3,294	860		369			
Caldwell	12,212	5,373	6,839	6,109	2,687	3,421	1,623		631			
Camden	7,121	3,418	3,703	8,863	4,254	4,609	1,922		675			
Carteret	14,986	5,994	8,991	11,067	4,427	6,640	1,946		834			
Caswell	10,380	4,982	5,397	3,841	1,844	1,997	946		332			
Catawba	30,164	10,859	19,305	22,752	8,191	14,561	5,960		2,805			
Hickory	12,930	4,655	8,275	6,468	2,328	4,139	760		358			
Newton	15,198	5,471	9,727	22,308	8,030	14,277	1,260		593			
Chatham	16,580	6,631	9,948	6,504	2,601	3,902	2,889		1,238			
Cherokee	3,422	1,642	1,779	3,404	1,633	1,770	1,061		373	12,751		

TABLE: 15

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1980-1981
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

L E A	SUB-PART 2						SUB-PART 4	
	DISADVANTAGED		HANDICAPPED		WORK - STUDY		SPECIAL DISADVANTAGED	
	ESTIMATED FUNDS ALLOTTED		ESTIMATED FUNDS ALLOTTED		ESTIMATED FUNDS ALLOTTED		ESTIMATED FUNDS ALLOTTED	
	Federal/ State	Local	Federal/ State	Local	Federal/ State	Local	Federal/ State	Local
Chowan	24,167	9,398	12,084	4,699	2,921	1,136		
Clay	32,486	12,633	16,243	6,317	3,236	1,258	12,406	653
Cleveland	26,942	10,477	13,471	5,239	2,516	978		
Kings Mountain	22,187	8,628	11,094	4,314	2,516	978		
Shelby	23,771	9,244	11,886	4,622	2,427	944		
Columbus	29,714	10,440	14,857	5,220	3,101	1,090	11,889	-0-
Whiteville	24,167	8,491	12,084	4,246	2,921	1,026		
Craven	26,150	10,169	13,075	5,085	2,787	1,084		
New Bern	27,734	10,785	13,867	5,393	2,966	1,153		
Cumberland	32,882	12,787	16,441	6,394	2,831	1,101		
Fayetteville	28,526	11,093	14,263	5,547	2,696	1,048		
Currituck	25,355	9,860	12,677	4,930	2,786	1,083		
Dare	22,583	10,627	11,292	5,314	2,382	1,121		
Davidson	25,355	10,866	12,677	5,433	2,427	1,040		
Lexington	24,563	10,527	12,281	5,263	2,696	1,155		
Thomasville	20,603	8,830	10,302	4,415	2,427	1,040		
Davie	21,791	10,255	10,896	5,128	2,292	1,079		
Duplin	34,866	13,559	17,433	6,780	3,326	1,293	12,750	671
Durham County	24,167	11,373	12,083	5,686	2,382	1,121		
Durham City	22,187	10,441	11,094	5,221	2,606	1,226		
Edgecombe	30,110	11,709	15,055	5,855	3,056	1,188	11,717	617
Tarboro	23,375	9,090	11,688	4,545	2,651	1,031		
Forsyth	25,355	11,932	12,677	5,966	2,337	1,100		
Franklin	30,506	10,718	15,253	5,359	3,280	1,152	12,578	-0-
Franklinton	24,167	8,491	12,083	4,245	2,921	1,026		
Gaston	28,922	12,395	14,461	6,198	2,741	1,175		
Gates	25,355	9,860	12,677	4,930	2,876	1,118		
Graham	28,922	10,162	14,461	5,081	3,730	1,311	14,301	-0-
Granville	31,694	11,136	15,847	5,568	3,326	1,169	12,751	-0-

TABLE 15

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENTS BASED ON FORMULAS FOR
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

	SUB-PART 2									SUB-PART 4		
	DISADVANTAGED			HANDICAPPED			WORK - STUDY			SPECIAL DISADVANTAGED		
	ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED		
L E A	Federal	State	Local	Federal	State	Local	Federal	State	Local	Federal	State	Local
Chowan	21,889	9,631	12,258	7,822	3,442	4,380	5,932		2,307			
Clay	-0-	-0-	-0-	-0-	-0-	-0-	1,032		401	12,406		653
Cleveland	14,776	6,501	8,274	7,391	3,251	4,139	2,003		779			
Kings Mountain	12,854	5,656	7,198	6,430	2,829	3,601	803		312			
Shelby	14,683	6,460	8,222	9,913	4,362	5,551	1,274		495			
Columbus	14,801	7,104	7,696	7,404	3,553	3,850	989		347	11,889		
Whiteville	9,460	4,540	4,919	8,784	4,216	4,568	932		327			
Craven	13,284	5,844	7,439	13,718	6,035	7,682	-0-		-0-			
New Bern	14,140	6,221	7,918	-0-	-0-	-0-	-0-		-0-			
Cumberland	61,740	27,165	34,574	38,859	17,098	21,761	10,903		4,240			
Fayetteville	12,854	5,656	7,198	6,430	2,829	3,601	860		334			
Currituck	16,282	7,164	9,118	8,145	3,583	4,561	2,389		929			
Dare	15,652	5,635	10,017	7,830	2,818	5,011	760		358			
Davidson	15,746	6,298	9,447	10,732	4,293	6,439	3,774		1,617			
Lexington	17,294	6,917	10,376	7,275	2,910	4,365	1,860		797			
Thomasville	14,102	5,641	8,461	7,054	2,821	4,232	-0-		-0-			
Davie	13,385	4,818	8,566	6,695	2,410	4,285	4,731		2,226			
Duplin	26,382	11,608	14,774	8,681	3,819	4,861	1,061		413	12,750		671
Durham County	11,116	4,002	7,114	5,561	2,001	3,559	760		358			
Durham City	11,797	4,247	7,550	5,901	2,124	3,776	832		392			
Edgecombe	12,317	5,419	6,897	7,716	3,395	4,321	4,975		1,935	10,048		529
Tarboro	6,553	2,883	3,670	4,668	2,054	2,614	2,846		1,107			
Forsyth	52,238	18,806	33,432	27,960	10,065	17,894	-0-		-0-			
Franklin	11,496	5,517	5,978	5,481	2,630	2,850	1,835		645	12,578		
Franklinton	11,631	5,582	6,048	6,014	2,887	3,127	932		327			
Gaston	13,442	5,376	8,065	6,724	2,689	4,034	875		375			
Gates	16,282	7,164	9,118	8,144	3,583	4,561	5,918		2,301			
Graham	17,718	8,505	9,213	8,863	4,254	4,609	1,190		418	14,301		
Granville	15,842	7,604	8,238	7,924	3,803	4,120	1,061		373	12,751		

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L E A	SUB-PART 2						SUB-PART 4	
	DISADVANTAGED		HANDICAPPED		WORK - STUDY		SPECIAL DISADVANTAGED	
	ESTIMATED FUNDS ALLOTTED		ESTIMATED FUNDS ALLOTTED		ESTIMATED FUNDS ALLOTTED		ESTIMATED FUNDS ALLOTTED	
	Federal/ State	Local	Federal/ State	Local	Federal/ State	Local	Federal/ State	Local
Greene	28,922	11,247	14,461	5,624	3,370	1,311	12,923	680
Guilford	24,167	11,373	12,083	5,686	2,292	1,079		
Greensboro	24,959	11,745	12,479	5,872	2,292	1,079		
High Point	24,167	11,373	12,083	5,686	2,472	1,163		
Halifax	29,714	10,440	14,857	5,220	3,191	1,121	12,234	-0-
Roanoke Rapids	24,959	8,769	12,479	4,385	2,651	931		
Weldon	28,922	10,162	14,461	5,081	3,011	1,058		
Harnett	28,922	10,162	14,461	5,081	2,921	1,026		
Haywood	27,734	11,886	13,867	5,943	2,786	1,194		
Henderson	25,751	12,118	12,875	6,059	2,651	1,248		
Hendersonville	20,603	9,696	10,302	4,848	2,247	1,057		
Hertford	31,694	12,325	15,847	6,163	3,056	1,188	11,717	617
Hoke	30,110	10,579	15,055	5,290	3,505	1,231	13,440	-0-
Hyde	29,714	11,555	14,857	5,778	3,011	1,171		
Iredell	25,355	10,866	12,677	5,433	2,607	1,117		
Mooresville	24,167	10,357	12,083	5,178	2,472	1,059		
Statesville	20,999	9,000	10,500	4,500	2,292	982		
Jackson	24,563	11,559	12,281	5,779	2,786	1,311		
Johnston	30,110	10,579	15,055	5,290	2,966	1,042		
Jones	24,167	9,398	12,083	4,699	2,831	1,101		
Lee/Sanford	26,146	11,205	13,073	5,603	2,606	1,117		
Lenoir	26,146	11,205	13,073	5,603	2,786	1,194		
Kinston	24,167	10,357	12,083	5,178	2,831	1,213		
Lincoln	25,751	10,014	12,875	5,007	2,651	1,031		
Macon	23,375	11,000	11,688	5,500	2,472	1,163		
Madison	25,355	8,909	12,677	4,454	3,056	1,074	11,717	-0-
Martin	28,526	13,424	14,263	6,712	2,966	1,396		
McDowell	26,150	10,169	13,075	5,085	2,876	1,118		
Mecklenburg	26,942	12,679	13,471	6,339	2,516	1,184		
Mitchell	22,979	10,814	11,490	5,407	2,876	1,353		

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L E A	SUB-PART 2									SUB-PART 4		
	DISADVANTAGED			HANDICAPPED			WORK - STUDY			SPECIAL DISADVANTAGED		
	ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED		
	Federal	State	Local	Federal	State	Local	Federal	State	Local	Federal	State	Local
Greene	11,290	4,967	6,322	8,252	3,631	4,621	1,075		418	12,923		680
Guilford	13,322	4,796	8,526	7,766	2,796	4,970	731		344			
Greensboro	49,313	17,753	31,560	13,716	4,937	8,778	731		344			
High Point	29,499	10,619	18,879	11,443	4,119	7,323	2,720		1,280			
Halifax	14,801	7,104	7,696	15,512	7,445	8,066	2,018		709	12,234		
Roanoke Rapids	11,310	5,428	5,881	4,577	2,197	2,380	846		297			
Weldon	6,125	2,940	3,185	5,450	2,615	2,834	2,146		754			
Harnett	21,837	10,481	11,355	11,428	5,485	5,942	-0-		-0-			
Haywood	16,352	6,540	9,811	7,822	3,128	4,693	889		381			
Henderson	16,411	5,907	10,503	8,760	3,153	5,606	1,646		775			
Hendersonville	6,618	2,382	4,235	3,677	1,323	2,353	1,717		808			
Hertford	12,183	5,360	6,822	9,002	3,961	5,041	1,975		768	11,717		617
Hoke	17,691	8,491	9,199	9,356	4,490	4,865	3,618		1,271	13,440		
Hyde	12,922	5,686	7,236	4,695	2,066	2,629	961		374			
Iredell	21,870	8,748	13,122	4,286	1,714	2,571	350		150			
Mooresville	10,729	4,291	6,437	-0-	-0-	-0-	788		338			
Statesville	15,448	6,181	9,267	3,396	1,358	2,037	1,931		828			
Jackson	8,575	3,086	5,488	7,489	2,696	4,793	889		418			
Johnston	30,232	14,511	15,721	16,808	8,067	8,740	2,446		859			
Jones	15,639	6,881	8,758	7,822	3,442	4,380	-0-		-0-			
Lee/Sanford	19,735	7,893	11,841	11,120	4,448	6,672	1,432		614			
Lenoir	15,449	6,179	9,269	7,263	2,905	4,358	2,989		1,281			
Kinston	14,325	5,729	8,595	7,165	2,866	4,299	903		387			
Lincoln	22,141	9,742	12,399	9,253	4,071	5,182	1,656		644			
Macon	14,291	5,145	9,146	7,149	2,573	4,575	788		371			
Madison	15,842	7,604	8,238	7,924	3,803	4,120	975		343	11,717		
Martin	15,427	5,553	9,873	7,716	2,778	4,938	946		445			
McDowell	14,672	6,456	8,216	7,686	3,382	4,304	3,018		1,174			
Mecklenburg	121,203	43,633	77,570	68,057	24,500	43,556	3,803		1,790			
Mitchell	13,124	4,724	8,399	6,712	2,416	4,296	918		432			

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	SUB-PART 2						SUB-PART 4	
	DISADVANTAGED		HANDICAPPED		WORK - STUDY		SPECIAL DISADVANTAGED	
	ESTIMATED FUNDS ALLOTTED		ESTIMATED FUNDS ALLOTTED		ESTIMATED FUNDS ALLOTTED		ESTIMATED FUNDS ALLOTTED	
L E A	Federal/ State	Local	Federal/ State	Local	Federal/ State	Local	Federal/ State	Local
Montgomery	22,982	9,849	11,491	4,925	2,516	1,078		
Moore	26,542	11,375	13,271	5,688	2,741	1,175		
Nash	29,318	12,565	14,659	6,282	2,876	1,233		
Rocky Mount	25,750	11,036	12,875	5,518	2,651	1,136		
New Hanover	28,922	13,610	14,461	6,805	2,651	1,248		
Northampton	31,302	10,998	15,651	5,499	3,101	1,090	11,889	-0-
Onslow	28,922	13,610	14,461	6,805	2,831	1,332		
Orange	20,999	9,882	10,500	4,941	2,562	1,206		
Chapel Hill	22,583	10,627	11,292	5,314	2,112	994		
Pamlico	31,694	11,136	15,847	5,568	3,415	1,200	13,095	
Pasquotank	29,318	11,401	14,659	5,701	3,236	1,258	12,406	653
Pender	30,110	10,579	15,055	5,290	3,236	1,137	12,406	-0-
Perquimans	25,355	9,860	12,677	4,930	3,056	1,188	11,717	617
Person	24,959	11,745	12,479	5,872	2,562	1,206		
Pitt	28,922	12,395	14,461	6,198	2,831	1,213		
Greenville	24,959	10,697	12,479	5,348	2,472	1,059		
Polk	20,603	9,696	10,302	4,848	2,516	1,184		
Tryon	20,603	9,696	10,302	4,848	2,427	1,142		
Randolph	26,150	11,207	13,075	5,604	2,606	1,117		
Asheboro	22,187	9,509	11,094	4,755	2,516	1,078		
Richmond	29,714	10,440	14,857	5,220	2,921	1,026		
Robeson	34,470	12,111	17,235	6,056	3,460	1,216	13,268	-0-
Fairmont	30,110	10,579	15,055	5,290	3,505	1,231	13,440	-0-
Lumberton	26,942	9,466	13,471	4,733	3,056	1,074	11,717	-0-
Maxton								
Red Springs	26,542	9,326	13,271	4,663	3,191	1,121	12,234	-0-
St. Pauls	26,542	9,326	13,271	4,663	3,191	1,121	12,234	-0-
Rockingham	20,999	9,000	10,500	4,500	2,382	1,021		
Eden	20,999	9,000	10,500	4,500	2,382	1,021		
Madison Mayodan	20,999	9,000	10,500	4,500	2,382	1,021		

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L E A	SUB-PART 2									SUB-PART 4		
	DISADVANTAGED			HANDICAPPED			WORK - STUDY			SPECIAL DISADVANTAGED		
	ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED		
	Federal	State	Local	Federal	State	Local	Federal	State	Local	Federal	State	Local
Montgomery	13,663	5,465	8,198	6,835	2,733	4,101	1,803		773			
Moore	25,671	10,268	15,402	9,086	3,634	5,451	8,160		3,497			
Nash	16,266	6,506	9,759	8,137	3,254	4,882	1,818		779			
Rocky Mount	15,442	6,176	9,265	6,724	2,689	4,034	1,646		705			
New Hanover	10,803	3,889	6,914	6,287	2,263	4,023	-0-		-0-			
Northampton	16,985	8,153	8,832	8,158	3,916	4,242	3,489		1,226	11,889		
Onslow	33,421	12,031	21,389	12,225	4,401	7,824	903		425			
Orange	12,930	4,655	8,275	6,468	2,328	4,139	1,976		930			
Chapel Hill	13,494	4,857	8,636	9,691	3,488	6,202	2,674		1,258			
Pamlico	16,634	7,984	8,650	8,321	3,993	4,327	2,459		864	13,095		
Pasquotank	14,997	6,598	8,398	8,057	3,545	4,512	2,882		1,121	12,406		653
Pender	16,677	8,005	8,672	8,342	4,004	4,338	1,032		363	12,406		
Perquimans	16,282	7,164	9,118	8,145	3,583	4,561	2,975		1,157	11,717		617
Person	13,385	4,818	8,566	6,695	2,410	4,285	2,817		1,326			
Pitt	45,672	18,268	27,403	13,017	5,206	7,810	903		387			
Greenville	21,331	8,532	12,798	24,218	9,687	14,531	2,800		1,200			
Polk	14,517	5,226	9,291	7,261	2,614	4,647	3,303		1,554			
Tryon	14,517	5,226	9,291	-0-	-0-	-0-	2,274		1,070			
Randolph	14,757	5,902	8,854	10,952	4,381	6,571	4,832		2,071			
Asheboro	13,222	5,288	7,933	6,613	2,645	3,968	-0-		-0-			
Richmond	10,376	4,980	5,395	6,569	3,153	3,416	900		316			
Robeson	21,850	10,488	11,362	13,564	6,510	7,053	-0-		-0-	24,985		
Fairmont	18,344	8,805	9,539	9,176	4,404	4,771	-0-		-0-	13,440		
Lumberton	15,009	7,204	7,805	7,508	3,603	3,904	1,975		694			
Red Springs	-0-	-0-	-0-	-0-	-0-	-0-	1,018		358	9,208		
St. Pauls	16,468	7,904	8,563	11,210	5,381	5,829	2,518		885	12,234		
Rockingham	11,680	4,671	7,008	5,842	2,337	3,505	-0-		-0-			
Eden	12,561	5,024	7,536	6,283	2,513	3,770	760		326			
Madison-Mayodan	10,753	4,301	6,452	7,165	2,866	4,299	1,760		754			

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	SUB-PART 2						SUB-PART 4	
	DISADVANTAGED		HANDICAPPED		WORK - STUDY		SPECIAL DISADVANTAGED	
	ESTIMATED FUNDS ALLOTTED		ESTIMATED FUNDS ALLOTTED		ESTIMATED FUNDS ALLOTTED		ESTIMATED FUNDS ALLOTTED	
L E A	Federal/ State	Local	Federal/ State	Local	Federal/ State	Local	Federal/ State	Local
Reidsville	20,999	9,000	10,500	4,500	2,472	1,059		
Rowan	25,355	11,932	12,677	5,966	2,427	1,142		
Salisbury	20,603	9,696	10,302	4,848	2,427	1,142		
Rutherford	29,318	12,565	14,659	6,282	2,876	1,233		
Sampson	29,318	10,301	14,659	5,150	2,966	1,042		
Clinton	24,167	8,491	12,083	4,245	2,921	1,026		
Scotland	26,942	9,466	13,471	4,733	2,966	1,042		
Stanly	22,583	10,627	11,292	5,314	2,382	1,121		
Albemarle	19,415	9,136	9,708	4,568	2,651	1,248		
Stokes	22,583	10,627	11,292	5,314	2,292	1,079		
Surry	28,526	12,225	14,263	6,113	2,786	1,194		
Elkin	20,603	8,830	10,302	4,415	2,337	1,002		
Mount Airy	20,603	8,830	10,302	4,415	2,427	1,040		
Swain	28,922	11,247	14,461	5,624	3,281	1,276	12,578	662
Transylvania	26,942	12,679	13,471	6,339	2,606	1,226		
Tyrrell	27,734	10,785	13,867	5,393	3,505	1,363	13,440	707
Union	26,542	11,375	13,271	5,688	2,472	1,059		
Monroe	20,999	9,000	10,500	4,500	2,472	1,059		
Vance	28,526	10,023	14,263	5,011	2,696	947		
Wake	27,734	13,051	13,867	6,526	2,157	1,015		
Warren	30,902	10,857	15,451	5,429	3,236	1,137	12,406	-0-
Washington	29,714	10,440	14,857	5,220	2,742	963		
Watauga	24,563	10,527	12,281	5,263	2,696	1,155		
Wayne	30,506	11,863	15,253	5,932	2,741	1,066		
Goldsboro	27,338	10,631	13,669	5,316	2,831	1,101		
Wilkes	27,734	10,785	13,867	5,393	2,876	1,118		
Wilson	28,526	12,225	14,263	6,113	2,786	1,194		
Yadkin	26,942	11,547	13,471	5,773	2,696	1,155		
Yancey	24,167	9,398	12,083	4,699	2,921	1,136		
TOTAL	3,771,321	1,542,477	1,885,661	771,251	400,000	163,304	387,345	8,592

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	SUB-PART 2									SUB-PART 4		
	DISADVANTAGED			HANDICAPPED			WORK - STUDY			SPECIAL DISADVANTAGED		
	ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED		
L E A	Federal	State	Local	Federal	State	Local	Federal	State	Local	Federal	State	Local
Reidsville	12,561	5,024	7,536	6,283	2,513	3,770	788		338			
Rowan	18,452	6,642	11,809	9,872	3,553	6,318	774		364			
Salisbury	14,517	5,226	9,291	7,261	2,614	4,647	774		364			
Rutherford	13,663	5,465	8,198	6,835	2,733	4,101	2,318		993			
Sampson	24,389	11,706	12,682	7,299	3,503	3,795	946		332			
Clinton	4,392	2,108	2,284	-0-	-0-	-0-	549		193			
Scotland	13,340	6,403	6,937	6,673	3,202	3,470	3,446		1,211			
Stanly	14,982	5,393	9,588	11,377	4,096	7,281	-0-		-0-			
Albemarle	13,837	4,981	8,856	6,922	2,491	4,430	-0-		-0-			
Stokes	12,023	4,328	7,695	6,014	2,165	3,849	1,500		706			
Surry	17,129	6,851	10,277	39,639	15,855	23,783	1,389		595			
Elkin	16,388	6,555	9,833	9,340	3,735	5,604	2,345		1,005			
Mount Airy	14,817	5,926	8,890	7,054	2,821	4,232	1,774		760			
Swain	9,492	4,176	5,315	9,109	4,008	5,101	1,047		407	12,578		662
Transylvania	16,333	5,880	10,453	8,169	2,941	5,228	2,192		1,032			
Tyrrell	17,568	7,729	9,838	8,788	3,866	4,921	1,618		629	13,440		707
Union	12,121	4,848	7,272	6,063	2,425	3,638	1,050		450			
Monroe	12,561	5,024	7,536	-0-	-0-	-0-	3,188		1,366			
Vance	14,852	7,128	7,723	9,143	4,388	4,754	3,360		1,181			
Wake	111,303	40,069	71,234	79,105	28,477	50,627	4,546		2,139			
Warren	16,468	7,904	8,563	8,237	3,954	4,283	1,032		363	12,406		
Washington	16,468	7,904	8,563	8,237	3,954	4,283	1,875		659			
Watauga	14,544	5,817	8,726	7,275	2,910	4,365	2,460		1,054			
Wayne	43,957	19,341	24,616	18,153	7,987	10,166	-0-		-0-			
Goldsboro	13,927	6,127	7,799	6,966	3,065	3,901	903		351			
Wilkes	26,314	11,578	14,736	6,171	2,779	3,481	2,418		940			
Wilson	13,222	5,288	7,933	6,614	2,645	3,968	889		381			
Yadkin	14,102	5,641	8,461	7,054	2,821	4,232	860		369			
Yancey	14,186	6,242	7,944	-0-	-0-	-0-	930		362			
TOTAL	2,587,478	1,062,483	1,524,917	1,368,995	561,222	807,791	268,018		111,025	382,650		8,504

TABLE 16:

ESTIMATES OF ALLOTMENTS OF FEDERAL AND REQUIRED MATCHING FUNDS BY PURPOSE

POST SECONDARY 1980-1981

		Disad-vantaged	Handi-capped	Subpart 2	Subpart 3	Subpart 4	Total	Percent Federal Funds
Anson Tech. College	800	43,633	21,817	98,181	32,400		196,031	45
Asheville-Buncombe T.C.	802	44,441	22,221	99,999	33,000	5,558	205,219	50
Beaufort Co. C.C.	804	36,361	18,180	81,818	27,000		163,359	45
Bladen Tech. College	806	57,639	28,819	129,696	42,800	7,204	266,158	50
Blue Ridge Tech. Coll.	843	42,289	21,143	95,151	31,400		189,983	48
Brunswick Tech. College	807						0	
Caldwell C.C. & T.I.	808	47,404	23,702	106,666	35,200		212,972	50
Cape Fear T.Institute	810	46,596	23,298	104,848	34,600	5,828	215,170	45
Carteret Tech. College	812	49,559	24,779	111,515	36,800	6,197	228,850	48
Catawba Valley T.C.	814	33,667	16,834	75,757	25,000		151,258	45
Central Carolina T.C.	816	44,441	22,221	99,999	33,000	5,558	205,219	50
Central Piedmont C.C.	818	35,822	17,911	80,605	26,600		160,938	45
Cleveland Co. T.I.	820	44,441	22,221	99,999	33,000		199,661	50
Coastal Carolina C.C.	858	53,868	26,934	121,212	40,000	6,739	248,753	55
Coll. of the Albemarle	822	51,713	25,857	116,363	38,400	6,468	238,801	55
Craven Community Coll.	824	53,868	26,934	121,212	40,000	6,739	248,753	52
Davidson Co. C.C.	826	40,940	20,470	92,121	30,400		183,931	48
Durham Tech. Institute	828	40,132	20,066	90,302	29,800		180,300	45
Edgecombe Tech. Inst.	830	51,175	25,587	115,151	38,000	6,371	236,284	50
Fayetteville T. Inst.	832	53,868	26,934	121,212	40,000		242,014	55
Forsyth Tech. Inst.	834	33,667	16,834	75,757	25,000		151,258	45
Gaston College	836	42,286	21,143	95,151	31,400		189,980	50
Guilford Tech. Inst.	838	36,361	18,180	81,818	27,000		163,359	45
Halifax Co. C.C.	840	55,484	27,742	124,848	41,200	6,932	256,206	52
Haywood Tech. College	842	46,596	23,298	104,848	34,600		209,342	52
Isothermal C.Coll.	844	46,057	23,029	103,636	34,200	5,732	212,654	52
James Sprunt T.Coll.	846	51,713	25,857	116,363	38,400		232,333	48
Johnston Co.T. Inst.	847	48,751	24,375	109,696	36,200		219,022	52
Lenoir Co. C. Coll.	848	50,367	25,183	113,333	37,400	6,293	232,576	50
Martin Comm. College	850	36,361	18,180	81,818	27,000	4,551	167,910	45
Mayland Tech. Coll.	851	58,447	29,223	131,515	43,400	7,281	269,866	55
McDowell Tech. Coll.	852	51,713	25,857	116,363	38,400	6,468	238,801	52
Mitchell Comm. College	853	38,785	19,392	87,272	28,800	4,822	179,071	45
Montgomery Tech. Inst.	854	37,977	18,988	85,454	28,200		170,619	48
Nash Tech. Institute	856	56,831	28,415	127,878	42,200	7,107	262,431	48
Pamlico Tech. College	860	60,601	30,301	138,363	45,000	7,571	279,836	55
Piedmont Tech. College	861	35,822	17,911	80,633	26,600	4,473	165,439	45
Pitt Community College	862	44,441	22,221	99,999	33,000	5,558	205,219	50
Randolph Tech. College	864	48,751	24,375	109,696	36,200		219,022	48
Richmond Tech. Inst.	866	52,521	26,261	118,181	39,000	6,565	242,528	52
Roanoke-Chowan T.I.	868	51,175	25,587	115,151	38,000	6,371	236,284	52
Robeson Tech. Inst.	870	65,181	32,589	146,666	48,400	8,110	300,946	55
Rockingham Comm. Coll.	872	43,094	21,547	96,969	32,000	5,383	198,993	48
Rowan Tech. College	874	42,286	21,143	95,151	31,400		189,980	48
Sampson Tech. College	876	54,676	27,338	123,030	40,600	6,836	252,480	55
Sandhills C. College	878	42,286	21,143	95,151	31,400		189,980	48
Southeastern C.Coll.	880	53,868	26,934	121,212	40,000		242,014	55
Southwestern Tech. C.	882	43,094	21,547	96,969	32,000		193,610	45
Stanly Tech. College	883	42,286	21,143	95,151	31,400		189,980	45
Surry Comm. College	884	43,094	21,547	96,969	32,000	5,015	198,625	50
Tech. Coll. of Alamance	886	43,094	21,547	96,969	32,000	5,383	198,993	48
Tri-County Comm. Coll.	888	52,521	26,261	118,181	39,000	6,565	242,528	55
Vance-Granville C.C.	889	57,639	28,819	129,696	42,800	7,204	266,158	52
Wake Tech. College	890	56,292	28,146	126,666	41,800		252,904	45
Wayne Comm. College	892	51,713	25,857	116,363	38,400		232,333	52
Western Piedmont C.C.	894	47,404	23,702	106,666	35,200	5,926	218,898	50
Wilkes Comm. College	896	43,633	21,817	98,181	32,400		196,031	55
Wilson Co. Tech. Inst.	898	54,676	27,338	123,030	40,600	6,836	252,480	50
Total		2,693,401	1,346,698	6,060,600	2,000,000	193,644	12,294,343	

TABLE 17: ACTUAL DISBRIBUTION OF FEDERAL AND REQUIRED

MATCHING FUNDS BY PURPOSE POST SECONDARY AND ADULT

1980-81

		Disad-vantaged	Handi-capped	Subpart 2	Subpart 3	Subpart 4	Total
Anson Tech. College	800	43,633	21,817	98,181	32,400		196,031
Asheville-Buncombe T.C.	802	44,441	22,221	99,999	33,000	5,558	205,219
Beaufort Co. C.C.	804	36,361	18,180	81,818	27,000		163,359
Bladen Tech. College	806	57,639	28,819	129,696	42,800	7,204	266,158
Blue Ridge Tech. Coll.	843	42,289	21,143	95,151	31,400		189,983
Brunswick Tech. College	807						
Caldwell C.C. & T.I.	808	47,404	23,702	106,666	35,200		212,972
Cape Fear T.Institute	810	46,596	23,298	104,848	34,600	5,828	215,170
Carteret Tech. College	812	49,559	24,779	111,515	36,800	6,197	228,850
Catawba Valley T.C.	814	33,667	16,834	75,757	25,000		151,258
Central Carolina T.C.	816	44,441	22,221	99,999	33,000	5,558	205,219
Central Piedmont C.C.	818	35,822	17,911	80,605	26,600		160,938
Cleveland Co. T.I.	820	44,441	22,221	99,999	33,000		199,661
Coastal Carolina C.C.	858	53,868	26,934	121,212	40,000	6,739	248,753
Coll. of the Albemarle	822	51,713	25,857	116,363	38,400	6,468	238,801
Craven Community Coll.	824	53,868	26,934	121,212	40,000	6,739	248,753
Davidson Co. C.C.	826	40,940	20,470	92,121	30,400		183,931
Durham Tech. Institute	828	40,132	20,066	90,302	29,800		180,300
Edgecombe Tech. Inst.	830	51,175	25,587	115,151	38,000	6,371	236,284
Fayetteville T. Inst.	832	53,868	26,934	121,212	40,000		242,014
Forsyth Tech. Inst.	834	33,667	16,834	75,757	25,000		151,258
Gaston College	836	42,286	21,143	95,151	31,400		189,980
Guilford Tech. Inst.	838	36,361	18,180	81,818	27,000		163,359
Halifax Co. C.C.	840	55,484	27,742	124,848	41,200	6,932	256,206
Haywood Tech. College	842	46,596	23,298	104,848	34,600		209,342
Isothermal C.Coll.	844	46,057	23,029	103,636	34,200	5,732	212,654
James Sprunt T.Coll.	846	51,713	25,857	116,363	38,400		232,333
Johnston Co.T. Inst.	847	48,751	24,375	109,696	36,200		219,022
Lenoir Co. C. Coll.	848	50,367	25,183	113,333	37,400	6,293	232,576
Martin Comm. College	850	36,361	18,180	81,818	27,000	4,551	167,910
Mayland Tech. Coll.	851	58,447	29,223	131,515	43,400	7,281	269,866
McDowell Tech. Coll.	852	51,713	25,857	116,363	38,400	6,468	238,801
Mitchell Comm. College	853	38,785	19,392	87,272	28,800	4,822	179,071
Montgomery Tech. Inst.	854	37,977	18,988	85,454	28,200		170,619
Nash Tech. Institute	856	56,831	28,415	127,878	42,200	7,107	262,431
Pamlico Tech. College	860	60,601	30,301	136,363	45,000	7,571	279,836
Piedmont Tech. College	861	35,822	17,911	80,633	26,600	4,473	165,439
Pitt Community College	862	44,441	22,221	99,999	33,000	5,558	205,219
Randolph Tech. College	864	48,751	24,375	109,696	36,200		219,022
Richmond Tech. Inst.	866	52,521	26,261	118,181	39,000	6,565	242,528
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Robeson Tech. Inst.	870	65,181	32,589	146,666	48,400	8,110	300,946
Rockingham Comm. Coll.	872	43,094	21,547	96,969	32,000	5,383	198,993
Rowan Tech. College	874	42,286	21,143	95,151	31,400		189,980
Sampson Tech. College	876	54,676	27,338	123,030	40,600	6,836	252,480
Sandhills C. College	878	42,286	21,143	95,151	31,400		189,980
Southeastern C.Coll.	880	53,868	26,934	121,212	40,000		242,014
Southwestern Tech. C.	882	43,094	21,547	96,969	32,000		193,610
Stanly Tech. College	883	42,286	21,143	95,151	31,400		189,980
Surry Comm. College	884	43,094	21,547	96,969	32,000	5,015	198,625
Tech. Coll. of Alamance	886	43,094	21,547	96,969	32,000	5,383	198,993
Tri-County Comm. Coll.	888	52,521	26,261	118,181	39,000	6,565	242,528
Vance-Granville C.C.	889	57,639	28,819	129,696	42,800	7,204	266,158
Wake Tech. College	890	56,292	28,146	126,666	41,800		252,904
Wayne Comm. College	892	51,713	25,857	116,363	38,400		232,333
Western Piedmont C.C.	894	47,404	23,702	106,666	35,200	5,926	218,898
Wilkes Comm. College	896	43,633	21,817	98,181	32,400		196,031
Wilson Co. Tech. Inst.	898	54,676	27,338	123,030	40,600	6,836	252,480
Total		2,693,401	1,346,698	6,060,600	2,000,000	193,644	12,294,343

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENTS BASED ON FORMULAS FOR 1980-81
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE 18

SUB-PART 2						
	NEW PROGRAM			EQUIPMENT		
	ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED		
LEA	Federal	State	Local	Federal	State	Local
Alamance				18,000		2,000
Burlington						
Alexander						
Alleghany						
Anson						
Ashe						
Avery				20,000		
Beaufort				20,000		2,222
Washington						
Bertie				20,000		
Bladen				20,000		
Brunswick				20,000		3,529
Buncombe				20,000		3,529
Asheville						
Burke				18,000		2,000
Cabarrus				20,000		2,222
Concord						
Kannapolis						
Caldwell				20,000		1,053
Camden				7,000		
Carteret				20,000		2,222
Caswell						
Catawba						
Hickory						
Newton						

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENTS BASED ON FORMULAS FOR 1980-81
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE 18

SUB-PART 2						
	NEW PROGRAM			EQUIPMENT		
	ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED		
LEA	Federal	State	Local	Federal	State	Local
Chatham				20,000		2,222
Cherokee				20,000		
Chowan						
Clay				20,000		1,053
Cleveland				20,000		1,053
Kings Mountain						
Shelby						
Columbus				15,000		
Whiteville						
Craven				20,000		1,053
New Bern	25,000			20,000		1,053
Cumberland				20,000		1,053
Fayetteville	25,000					
Currituck						
Dare						
Davidson						
Lexington						
Thomasville						
Davie						
Duplin				20,000		1,053
Durham County						
Durham City						
Edgecombe				20,000		1,053
Tarboro						
Forsyth						

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENTS BASED ON FORMULAS FOR 1980-81
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE 18

SUB-PART 2						
	NEW PROGRAM			EQUIPMENT		
	ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED		
LEA	Federal	State	Local	Federal	State	Local
Franklin				20,000		
Franklinton						
Gaston				20,000		2,222
Gates						
Graham				20,000		
Granville				20,000		
Greene				20,000		1,053
Guilford						
Greensboro						
High Point						
Halifax	25,000			20,000		
Roanoke Rapids						
Weldon				12,500		
Harnett						
Haywood				20,000		2,222
Henderson						
Hendersonville						
Hertford				20,000		1,053
Hoke				19,500		
Hyde						
Iredell						
Mooresville						
Statesville						
Jackson						
Johnston				20,000		

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENTS BASED ON FORMULAS FOR 1980-81
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE 18

SUB-PART 2						
	NEW PROGRAM			EQUIPMENT		
	ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED		
LEA	Federal	State	Local	Federal	State	Local
Jones						
Lee/Sanford				20,000		2,222
Lenoir				20,000		2,222
Kinston						
Lincoln						
Macon						
Madison						
Martin				20,000		3,529
McDowell				20,000		1,053
Mecklenburg				20,000		3,529
Mitchell						
Montgomery						
Moore	25,000			20,000		2,222
Nash						
Rocky Mount						
New Hanover	25,000			20,000		3,529
Northampton	25,000			20,000		
Onslow				20,000		3,529
Orange						
Chapel Hill						
Pamlico				20,000		
Pasquotank				20,000		1,053
Pender				20,000		
Perquimans						
Person						

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENTS BASED ON FORMULAS FOR 1980-81
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE 18

SUB-PART 2						
	NEW PROGRAM			EQUIPMENT		
	ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED		
LEA	Federal	State	Local	Federal	State	Local
Pitt				20,000		2,222
Greenville						
Polk						
Tryon						
Randolph				20,000		2,222
Asheboro						
Richmond				20,000		
Robeson	25,000			20,000		
Fairmont				20,000		
Lumberton				5,000		
Red Springs				2,000		
St. Pauls				20,000		
Rockingham						
Eden						
Madison-Mayodan						
Reidsville						
Rowan						
Salisbury						
Rutherford				20,000		2,222
Sampson	25,000			20,000		
Clinton						
Scotland				20,000		
Stanly						
Albemarle						
Stokes						

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENTS BASED ON FORMULAS FOR 1980-81
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE 18

SUB-PART 2						
	NEW PROGRAM			EQUIPMENT		
	ACTUAL FUNDS ALLOTTED			ACTUAL FUNDS ALLOTTED		
LEA	Federal	State	Local	Federal	State	Local
Surry	25,000			20,000		2,222
Elkin						
Mount Airy						
Swain				20,000		1,053
Transylvania				20,000		3,529
Tyrrell						
Union				20,000		2,222
Monroe						
Vance				14,800		
Wake				20,000		3,529
Warren				20,000		
Washington				20,000		
Watauga						
Wayne				20,000		1,053
Goldsboro						
Wilkes				20,000		1,053
Wilson				20,000		2,222
Yadkin				20,000		2,222
Yancey						
TOTAL	225,000			1,291,800		83,579

Chapter Four

EVALUATION

SUMMARY OF STATE BOARD EVALUATION - SECONDARY

The North Carolina evaluation system builds on and integrates evaluation and data collection activities into a cohesive information system. The total system eventually will be based on individual records of students and teachers, will incorporate student characteristics and in-school experiences, student achievement, follow-up information, program, planning and supportive services reviews.

Purposes of Evaluation

Evaluation is intended to document programs' summative short- and long-term effects on students' occupational experience. It also is to identify formative program improvement needs which should be met to assure quality in vocational education. This information will be used as a basis for program improvement and for accountability.

Description

The North Carolina evaluation system is described below in terms of each of its components: Student Enrollment, Teacher Data, Student Competency Assessment, Follow-up, Program Review, and Administrative Review.

Student Enrollment Component

The Student Enrollment Component consists of a cumulative record for secondary students from the time they enter a program until the time of exit. The individual student records contain information on student characteristics, course enrollment, teachers assigned, and competency levels for each course completed. The record will be updated each year until a student exits. At exit, each record will be completed by the school to show the reason for leaving and the most current mailing address. The individual file will then be removed from current enrollments and placed in a former student follow-up file.

Teacher Data Component

Two types of data are collected on individual teachers. One set of data is collected for the purposes of administration and funding. These data include such information as personal data, educational background, teaching experience, certificate rating, and salary by budget code, etc., which is updated annually. The other data is completed by each teacher annually for programmatic purposes and deals primarily with type of assignment and class schedule and includes subject area taught (or non-teaching activities) and number of students for each period during the day. This Professional Personnel Activity Report enables program area staff to determine a possible need for providing technical assistance especially as it relates to the Program of Studies, for example, scope and sequence, student enrollment, number of classes, and length of course.

Student Competency Assessment Component

North Carolina's State Department of Public Instruction (SDPI) has put forth an intensive effort to develop a system for evaluating student achievement. Test items for many occupational areas have been developed by SDPI staff to test student competency levels, both during the course of their education and at the time of exit. As noted, a score for each course completed is added to the student's individual cumulative records. A final competency test score and teacher assessment of work readiness is also added to the individual cumulative files for every student completing the program. Testing procedures are carried out by instructors and other school staff.

Follow-Up Survey Component

The first year follow-up survey is based on all "program leavers" and all "program completers." The surveys conducted one year after student exit will request that former students provide information on employment and identify employers. Fifty percent of employers will then be surveyed. A 50% sub-sample of leavers and completers will be contacted again after three and five years of program exit. Responses to each survey will be recorded on the individual student records. When the fifth year follow-up has been completed, a complete history of each student in the sample will be available on individual records, including in-school course enrollment, competency scores, and a longitudinal report on employment experience. These files will be maintained in a central State Information Systems Division by school to indicate the students' occupational records in a detailed way.

Status of Students Followed-Up in FY81

Students followed up in FY 1981 were graduates or leavers during 1979-80. Data provided by the Information Systems Division of the State Department of Public Instruction for the federal follow-up report dated June 30, 1981, reflects the status of students; in Table 19, a more detailed status is given.

Area	Total	Military	Sr. College	Jr. College	Bus. College	CC/TI	Other	Seek Work	Not Seek Work	Related	In Other	Part Time	Other
Agri.	4,890	450	601	133	76	835	17	187	51	1,447	895	59	141
MDE	6,373	292	883	145	179	744	20	197	185	2,822	544	187	175
HO	2,430	75	578	55	228	622	13	92	95	269	338	22	43
OHE	3,072	132	404	70	89	571	18	290	220	694	423	64	97
BOE	6,596	126	1,323	187	369	1,340	29	282	208	1,778	660	115	
T&I	15,775	1,618	1,724	308	256	2,271	81	561	185	5,238	2,854	255	3

Table 19. Follow-Up Survey by Program Area and Overall Skill Development Areas

Results of Student Follow-Up from 1979-80, Collected in 1981. (Latest available data).*

	Ag. Production		Ag. - Non Farm		Marketing and Dist. Ed.		Health Occupations		Occupational Home Ec.		Business and Office Ed.		Trade and Industrial		ALL SKILL DEVELOPMENT PROGRAMS	
	Number Students	Per-cent	Number Students	Per-cent	Number Students	Per-cent	Number Students	Per-cent	Number Students	Per-cent	Number Students	Per-cent	Number Students	Per-cent	Number Students	Per-cent
Total Completions	1575	100	3315	100	6373	100	2430	100	3072	100	6596	100	15775	100	39,136	100
Status Unknown	18	1.1	123	3.7	175	2.7	43	1.8	97	3.2	179	2.7	379	2.4	1,014	2.6
Pursuing Further Training	539	34.2	1106	33.4	1951	30.6	1483	61.0	1134	36.9	3219	48.8	4559	29.0	13,991	35.7
Not Available for Placement	191	12.1	327	9.9	497	7.8	183	7.5	370	12.0	363	5.5	1884	11.9	3,815	9.8
Available for Placement	827	52.6	1759	53.0	3750	58.9	721	29.7	1471	47.9	2835	43.0	8953	56.7	20,316	51.9
Total Students Available for Placement	827	100	1759	100	3750	100	721	100	1471	100	2835	100	8953	100	20,316	100
Employed in Training Related Field	526	63.6	921	52.3	2822	75.2	269	37.3	694	47.2	1778	62.7	5283	59.0	12,293	60.5
Employed in Non-Training Related Field	258	31.2	696	39.6	731	19.5	360	49.9	487	33.1	775	27.3	3109	34.7	6,416	31.6
Unemployed**	43	5.2	142	8.1	197	5.3	92	12.8	290	19.7	282	10.0	551	6.3	1,607	7.9

*Source of Data: Federal Follow-Up Report By Course (OE 234 (6/29/81)
**1980 State Youth Unemployment Rate = 18.6%. NC Employment Security Commission

Program/Administrative Review Component

The program review, conducted on a five-year cycle, is intended to expand on the statistical profiles and self-study findings to clarify the total picture of program operations.

What is Vocational Education Program Review?

Program review is a joint evaluation of the total vocational education delivery system by teachers, local administrators, State Staff consultants, and selected others. The purposes of the review are directed toward ensuring that vocational instruction (1) meets the needs, interests, and abilities of students; (2) satisfies the requirements of the occupation or occupational field in which the training is given; (3) adequately meets the training needs of the community; and (4) meets the requirements set forth by the State Board of Education for the operation of the vocational education programs.

Program review consists of three elements or emphasis areas. The three elements are (1) Planning, (2) Supportive Services, and (3) Instructional Program. Evaluation within each element is facilitated by a separate program review instrument.

The elements of Planning and Supportive Services provide an examination of the administrative and other support functions necessary for the delivery of vocational education instruction. Local personnel involved in these two elements of program review include superintendents, local directors of vocational education, principals, and guidance/counseling/placement personnel. The Instructional Program element of program review provides an examination of the actual delivery of vocational education instruction. Teachers of vocational education are directly involved in this element of program review.

The findings of program review are analyzed by the staff of the Division of Vocational Education, with the results of the analysis used to:

- Help local educators in reviewing objectives, establishing priorities, and making plans for future improvements;
- Help satisfy the requirements for accountability to students, parents, community, and government;
- Identify program components which need additional emphasis or modification;
- Give visibility to innovative programs and practices;
- Provide an opportunity for exchange of ideas and information about vocational education program managment; and

° Provide direction to the Division of Vocational Education in the allocation of resources and the development of products and services for the resolution of statewide programming problems.

In short, the purposes of program review is program improvement. Through a cooperative effort of self-assessment, review, and consultative assistance, positive steps can be taken toward the continuation of program aspects that are positive and the identification of solutions to overcome program deficiencies.

Why Is Program Review Being Conducted?

The primary purpose of the evaluation is program improvement. To accomplish this purpose, vocational education programs must be assessed in order to identify those areas where improvement can be most effectively implemented.

Both P. L. 94-482 (Vocational Education Amendments Act of 1976) and the North Carolina General Statutes provide mandates for program improvement through evaluation and accountability in vocational education. P. L. 94-482 requires states to evaluate programs (1) to assist LEAs in operating the best possible programs of vocational education and (2) to revise the state's programs of vocational education. North Carolina General Statutes, Chapter 115, require the State Board of Education to ensure that a system of continuing qualitative and quantitative evaluation of all vocational education programs, services, and activities shall be established, maintained, and utilized periodically. Legislative mandates, however, only lend added impetus to the notion long held by vocational educators that valid program evaluation is the only defensible ground on which rational program decision makers can operate.

Program review is one component of the overall plan to provide an evaluation of vocational education in North Carolina. By itself, program review is not a comprehensive evaluation. Other components of the overall plan for evaluation are necessary to provide information about vocational education programs in terms of characteristics of enrollees, characteristics of teachers and support personnel, employment success of former students, employer evaluation of former students, and proficiency levels of students.

How Does Program Review Work?

Program review is an on-site examination method--basically a process review of operational capabilities. It is a vocational education program review and not an institutional evaluation. Support services are viewed only as they impact on a specific program. The method is both quantitative and qualitative in nature, has moderate structure, is semi-formal in approach, and is considered an internal control. Key features include a self-study by local vocational education teachers, support personnel, and administrators, an on-site review by state staff and selected others, an exit interview with local personnel responsible for the programs, and a written report of the findings including a narrative description of observed strengths and deficiencies and recommendations for improvement. Local education agency personnel will focus on strategies for program improvement which can be implemented immediately and those which need additional study and/or resources before improvement can be accomplished. A plan for program improvement and the progress to date will be reported in the Local Education Agency Vocational Education Annual Application for State/Federal Funding the year following the review.

Program Reviews for FY1981

During FY81, 30 local education agencies were involved in program review. As indicated earlier, instruments were provided for each person involved in the process. Each instrument consisted of relevant standards and criterion statements within each standard. During the four-week period of self-study, the local staff rated themselves on a scale of 1 to 4 for each criterion statement and then the overall standard. In each case, 1 = met, 2 = minimally met, 3 = not met, and 4 = does not apply.

Following the self-study, the reviewers, e.g. state staff, teacher educators, local administrators, and teachers, verified the ratings based on documentation of evidence found during the on-site review.

Results of the FY81 program review are reflected in quantitative terms for each standard within each element, plus the average rating of all criterion within the standard. (See Program Review data analysis).

Quantitative data and narrative reports are returned to local agencies through the regional vocational coordinator. Local units use the results of the data to improve the quality of vocational programs. Each local education agency has the prerogative of determining the dissemination process and how to utilize the data for program improvement.

Two local vocational education directors shared the procedures followed in utilizing the findings from the review as a basis for improvement. They are as follows:

In order to ensure maximum and prompt utilization of program review data, one local director utilized the following procedures:

1. Took specific notes during the exit conference at the conclusion of the on-site reviews.
2. Assessed identified needs and, as soon as possible thereafter, scheduled, in priority order, meetings by departments within each school. The principal was invited to attend these sessions; if there were sensitive areas, his/her attendance

was essential. Whenever sensitive areas were applicable to only one teacher in the program area, it was suggested that general areas of concern and commendation be discussed during this meeting with all teachers. Immediately following, and as a part of this same meeting, individual teachers were conferenced privately. These school program area meetings are more effective if an informal atmosphere is maintained and an opportunity is provided for open discussion and assessment of the entire program review process. Planning to correct standards which were cited as "minimally met" or "not met" was also a part of the format of these sessions.

3. When the written "Program Review Evaluation Report" was received, copies of specific sections were made and distributed as follows:

   a. Principals: All general sections and all data pertaining to his/her school.

   b. Teacher/Vocational Guidance/Placement Personnel: All general sections and all data pertaining to the program area for the school to which the individual is assigned.

   A cover letter stressing the importance of the report for immediate corrective action, whenever possible, for budgetary consideration and for long-range planning was included with the dissemination of copies. This letter also included the information that written responses to the recommendations by program areas by schools would be included in the "Annual Application" for the next school year and for ensuing years until all standards were met.

   Follow-up conference with groups or with individuals was scheduled whenever it was believed such meetings would be helpful.

4. At the beginning of the next school year, the following activities occurred:

   a. Inservice new vocational education personnel, principals, and administrators concerning the program review process and follow-up procedures.

   b. Remind all personnel to pull the report data from their files, review the information, and utilize the needs cited in established priorities for equipment and material purchase requisitions as well as for other activities.

   c. Distribute to all vocational educators copies of the format for the evaluation report response which would be included in the "Annual Application" for the next fiscal year.

   d. Encourage all personnel to share the evaluation report with their respective advisory committees.

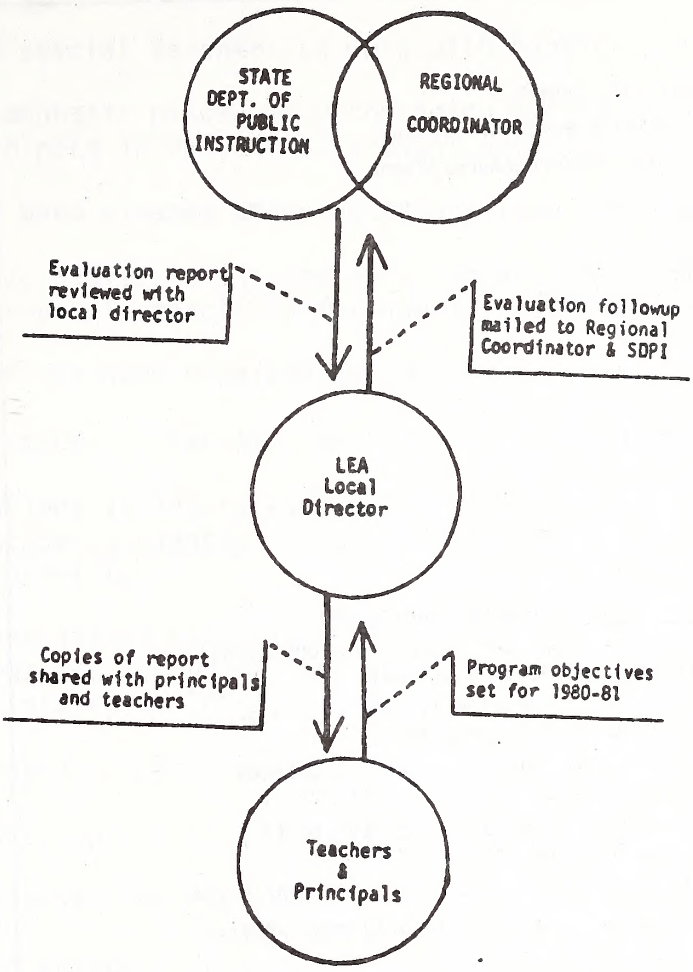
5. The local director reviewed all purchase requisitions and established purchasing priorities that were commensurate with needs which were cited in the evaluation report.

6. The local director ensured that principals and administrators were cognizant of the implications of the standards which comprised the review process and of the essentiality of using this information in current and long-range decision making.

7. Informal assessments were made continuously in order to determine progress toward correcting deficiencies and to establish procedures for the process.

The procedure used by another local director was as follows: The Program Review Evaluation Report was mailed in the spring and jointly reviewed by the regional vocational coordinator and the local director of vocational education. A copy of the information for each school was mailed to the principal with a request to discuss this information with each teacher and set objectives for 1980-81 to accomplish the desired changes. A copy of the Program Area Evaluation Report was also mailed to each teacher again with the request to work with the principal in setting objectives. The local director met with each principal in the fall of 1980-81 to finalize objectives for the 1980-81 school year. Following is a diagram of the procedure:

1980-81 FOLLOWUP PROCEDURES FOR
'79-80 VOCATIONAL EDUCATION PROGRAM REVIEW


STATE DEPT. OF PUBLIC INSTRUCTION
REGIONAL COORDINATOR
Evaluation report reviewed with local director
Evaluation followup mailed to Regional Coordinator & SDPI
LEA Local Director
Copies of report shared with principals and teachers
Program objectives set for 1980-81
Teachers & Principals

NOTE: **This procedure could be utilized in any LEA. It is an ongoing process in this county.**

Table 20. Results of the FY81 Program Review

Program Review Data Analysis by Standard and Criterion Statements for EACH Element in the Program Review Process. Expressed by mean scores - criteria/mean score/standard. 1980-81

Element	Mean Score	
	Criterion	Standard
Planning Element	(N=30)	
1. Planning	1.33	1.37
2. Advisory Groups/Relevant Others	1.39	1.59
3. Documentation of Policies/Procedures/Plans	1.33	1.40
4. Implementation of Policies/Procedures/Plans	1.43	1.44
OVERALL MEAN SCORE	1.42	
Supportive Services Element	(N=25)	
1. Student Eligibility, Enrollment	1.42	1.56
2. Professional Development	1.28	1.32
3. Fiscal	1.08	1.12
4. Information Collection	1.39	1.36
5. Guidance, Counseling, Placement	1.66	1.80
6. Sex Equity	1.49	1.52
7. Evaluation	1.76	1.63
OVERALL MEAN SCORE	1.46	
Instructional Program Element Disadvantaged/Handicapped	(N=74)	
1. This program is based on current and projected occupational opportunities and student interests and needs.	1.54	1.66
2. Proper procedures are used to enroll only those students eligible for participation in this program.	1.25	1.30
3. Established program admission procedures are in evidence and facilitate accomplishment of program competencies.	1.20	1.29
4. Adequate provisions exist to promote sex equity and to eliminate sex bias, stereotyping, and discrimination.	1.10	1.15
5. Program competencies are used and encompass sufficient scope.	1.37	1.38
6. Organized learning experiences are provided to meet program competencies.	1.13	1.14
7. Organized cooperative learning experiences are provided to meet program competencies.	1.47	1.42
8. Adequate and appropriate provisions exist to accommodate disadvantaged students.	1.18	1.21
9. Adequate and appropriate provisions exist to accommodate handicapped students.	1.22	1.20
10. Instructional materials and consumable supplies are adequate and appropriate to meet program competencies.	1.21	1.28
11. Tools and equipment are fully operational and used to meet program competencies.	1.24	1.39
12. The facility provides space and learning stations to meet program competencies.	1.60	1.49
13. Adequate provisions exist for the safety and health of students and teachers.	1.36	1.43
14. The student-teacher ratio permits each student to attain program competencies.	1.24	1.35
15. Supervisory, administrative, and consultative personnel provide assistance for program improvement.	1.21	1.35
OVERALL MEAN SCORE	1.34	

- Teachers now using a more comprehensive method of follow-up
- A computer terminal has been supplied to make employment data more readily available
- Employed special teachers to work with handicapped students
- Greater emphasis placed on encouraging special needs students to participate in vocational student organization
- Shop has been cleaned and unnecessary items removed
- Funds made available for the procurement or development of more appropriate materials for special needs students
- Equipment has been repaired and guards provided
- Storage space for lab will be acquired during summer
- Modifications in instructional strategies have been made for disadvantaged students. Also, additional support services are now provided
- Health and safety conditions are improved; remaining recommendations are dependent upon resources available from federal, state, or local resources
- Course added based on community needs and student interest
- Provided co-op coordinator more time to visit students on the job
- Safety glasses now available and used
- Completed survey of nineth grade students; as a result have begun electrical program
- Developed staff development plan of 20 hours for each teacher
- Provided first aid kits for all classes
- Board allocated funds for new shop facility which is under construction
- Teachers are visiting industries in respective areas of student employment for curriculum relevance
- An exhaust system has been installed
- A budget request has been submitted to Board of Education and to County Commissioners for new classroom and shop facilities

- Program phased out as recommended
- Have organized an advisory committee
- Ramps and bathroom facilities installed to accomodate handicapped students
- A systemwide curriculum bulletin has been developed describing programs, registration procedures, and equal access
- Have made sure that literature on registration does not use discriminatory language. Have encouraged non-traditional sex roles in the literature; however, the majority of students still choose traditional roles in our program

STATE STAFF UTILIZATION OF DATA FROM PROGRAM REVIEWS FOR VOCATIONAL PROGRAM IMPROVEMENT

Data from the program reviews is analyzed by the state staff and may be utilized in the improvement of vocational educational programs at the secondary level in the following manner:

- Providing technical assistance to teachers and/or administrators in areas of weakness
- Plan strategies for staff development
- Develop, adapt, and/or update curriculum materials for particular areas
- Develop new policies or procedures
- Determine and project needs for vocational personnel related to inservice and preservice
- Determine additional fiscal needs upon which to base request to State Legislature
- Provide different publics the State of the Art in vocational education
- Reduction, redirection, and/or expansion of particular programs
- Written reports and quantitative data serve as the needs assessment for vocational education in the state accreditation process
- Address some of the major weaknesses and plan programs at the Annual Summer Conference in an attempt to overcome recognized problem areas resulting from on-site reviews of programs

Table 20. (cont'd) Results of the FY81 Program Review

Program Review Data Analysis by Standard and Criterion Statements for EACH Element in the Program Review Process. Expressed by mean scores - criteria/ mean score/standard. 1980-81 (continued)

Element	Mean Score	
	Criterion	Standard
Instructional Program Element	(N=1,274)	
1. This program is based on current and projected occupational opportunities and student interests and needs.	1.48	1.72
2. Curriculum relevance is maintained by advice and support from business, industry, and the community.	1.74	1.78
3. Courses within this program are offered in a sequence described in the Program of Studies or are offered according to an annually approved modification plan.	1.14	1.20
4. Students are provided necessary information and assistance to make occupational and educational decisions appropriate to their needs and interests.	1.41	1.56
5. Established program admission procedures are in evidence and facilitate accomplishment of program competencies.	1.43	1.46
6. The vocational student organization is maintained as an integral part of this program.	1.68	1.69
7. Adequate provisions exist to promote sex equity and to eliminate sex bias, stereotyping, and discrimination.	1.19	1.27
8. Program competencies are used and encompass sufficient scope.	1.25	1.35
9. Organized learning experiences are provided to meet program competencies.	1.19	1.21
10. Organized cooperative learning experiences are provided to meet program competencies.	1.42	1.37
11. Adequate and appropriate provisions exist to accommodate disadvantaged students.	1.38	1.47
12. Adequate and appropriate provisions exist to accommodate handicapped students.	1.53	1.66
13. Instructional materials and consumable supplies are adequate and appropriate to meet program competencies.	1.40	1.47
14. Tools and equipment are fully operational and used to meet program competencies.	1.34	1.45
15. The facility provides space and learning stations to meet program competencies.	1.47	1.51
16. Adequate provisions exist for the safety and health of students and teachers.	1.36	1.44
17. The student-teacher ratio permits each student to attain program competencies.	1.26	1.45
18. Supervisory, administrative, and consultative personnel provide assistance for program improvement.	1.27	1.41
OVERALL MEAN SCORE	1.49	

REPORTING PROGRAMS AND PROGRAM IMPROVEMENTS MADE AS A RESULT OF PROGRAM REVIEWS

As noted earlier, each local education agency receiving a program review reports progress and accomplishments in the Local Education Agency Application for State/Federal Funding.

In North Carolina, the state does not operate any vocational programs. Funds are allocated to local education agencies on a formula basis. The local agency, in turn, plans and implements programs. As stated through program review, the intent is to improve the quality of vocational offerings and to ensure compliance. Thus recommendations are made by reviewers which may fall within three different categories; namely, (a) resources are being utilized which do not adhere to federal/state rules and regulations; (b) activities are not in compliance with established State Board of Education policies; and (c) activities are planned which may improve programs. The recommendations which fall within the category of compliance with federal/state rules and regulations or state board policies can be enforced; however, other recommendations may be accepted/rejected and acted upon as local administrators deem feasible, useful, and/or possible. State consultants exert leadership and, through their expertise in making usable, defensible recommendations, may be implemented, which will improve the quality of programs.

A LISTING OF SOME ACCOMPLISHMENTS REPORTED IN THE FY81 LOCAL EDUCATION AGENCY ANNUAL APPLICATION FOR STATE/FEDERAL FUNDING follows:

- Established active vocational student organization
- Program moved to new facilities which meet all state and federal standards
- Program changed to correct scope and sequence
- Live projects begun in recommended areas
- Provisions are now adequate to accomodate handicapped students
- Class size reduced to meet standards in Program of Studies
- Advisory councils formed for program areas
- Moved course from mobile classroom to permanent classroom in building
- A full-time vocational guidance and placement person has been employed

Following are examples of sessions conducted at the FY1981 Annual Summer Conference which addressed weaknesses in the 1980-81 program reviews:

- "New enrollment data collection system"
- "State of the arts in using evaluation results to improve vocational education programs in North Carolina"
- "Evaluating (and improving) personnel performance"
- "Vocational careers - jobs: seeking, finding, keeping"
- "Achieving sex equity in Business and Office Education"
- "Working with special needs students"
- "Working with an advisory committee"
- "Developing an EFFECTIVE local advisory committee"
- "New techniques for mainstreaming"
- "VOCATIONAL STUDENT ORGANIZATIONS: A motivating teaching tool"
- "LETS TEACH THE CHILD: A look at competency-based education and IEP's"
- "Identifying career goals and vocational assessment"
- "Vocational student organizations"
- "Career counseling and placement for handicapped and disadvantaged students: Demonstration Project"
- "Civil rights guidelines for vocational education"
- "Special needs students - guidance"
- "Collaboration efforts - education, business, and the community"
- "Follow-up, a means of evaluating vocational programs"
- "Peer counseling - a technique for promoting vocational counseling"
- "Identifying career goals and vocational strategies"

A comparison of the sessions conducted with the results reflected in the quantitative data clearly indicates one way the state staff utilizes results from program reviews for program improvement.

Additionally, it is the responsibility of each consultant to advise the appropriate section heads and director of vocational education of misuse of resources and/or violation of policies. Appropriate action is taken with the local agency, and the situation is usually corrected on a voluntary basis.

Each program area reviewer is responsible for follow-up in the local education agencies reviewed to determine the extent to which the recommendations have been implemented and/or whether aditional technical assistance is needed. Limited resources necessitate that the regional vocational coordinator visit programs and advise appropriate consultants of additional assistance needed. Also, local directors may request further assistance from the state staff in the form of individual visits, staff development, curriculum materials or information.

Program Offerings

Curriculum Programs

More than 200 curriculum programs are offered in the post-secondary system for training individuals in technical (associate degree) and vocational (long-term adult) programs. Annually, data indicating the number of students enrolled in each curriculum is reported in the Accountability Report. The enrollment data for 1980-81 will appear in the FY 1981 Accountability Report which is currently in preparation.

Preliminary, summary data is reported in the following tables.

Table 1. Curriculum Enrollment 1980-81

	FT	%	PT	%	TOTAL
Technical	36,164	44.9	44,442	55.1	80,606
Vocational	17,903	54.9	14,730	45.1	32,633
Total	54,067	47.7	59,172	52.3	113,239

The number of students attending part-time (PT) has been increasing gradually over the past years. This indicates an increasing number of students are enrolling part-time in programs to increase their proficiency in a present job, qualify for advancement or seeking new skills to qualify for a new job opportunity. The average age of a typical post-secondary student is older than the typical high school graduate. Many students must be employed to finance an education and support themselves and possibly a family. Table 2 indicates the employment status of students but the data does not indicate the type of job held.

Table 2. Employment Status 1980-81

	FT	%	PT	%	Not Employed	%
Technical	37,322	46.3	15,288	19.0	27,996	34.7
Vocational	13,072	40.1	4,693	14.4	14,868	45.5
Total	50,394	44.5	19,981	17.6	42,864	37.8

Students enrolled in curriculum programs are representative of the adult population of the State. However, data will vary between institutions because of the population make-up of area of the State in which the institution is located. Table 3 indicates the data of curriculum enrollment by race by sex.

Table 3. Curriculum Enrollment (Race by Sex) 1980-81

	Technical				Vocational			
	Male	%	Female	%	Male	%	Female	%
White	26,917	43.8	34,475	56.2	16,422	71.8	6,449	28.2
Black	6,298	39.0	9,852	61.0	5,764	67.6	2,759	32.4

Indian	258	35.9	460	64.1	410	67.7	196	32.3
Hispanic	975	49.8	984	50.2	372	69.0	167	31.0
Asian	227	58.7	160	41.3	71	75.5	23	[illegible]
Non-White	7,758	40.8	11,456	59.6	6,617	67.8	3,145	[illegible]
Total (White & Non-White)	34,675	43.0	45,931	57.0	23,039	70.6	9,594	29.4

The data in Table 3 indicates a lower than expected participation in vocational programs by females. Longitudinal studies indicate this is changing. Women have equal access to vocational programs and the barriers are being broken by women selecting training in non-traditional programs. Programs such as the Human Resource Development programs and Displaced Homemaker programs are assisting in this change. However, the data for those programs are not reflected in the data for Table 3.

In 1979, a study done by North Carolina State University on a profile of post-secondary students included this information on a typical technical and vocational student.

"Technical student-the typical technical student is a 24 year old single, engaged or married female. If single she lives with her parents; if married, she lives with her spouse. In either case, she resides in the same county in which her institution is located. She probably works full-time to supplement her spouse's or parent's income, and her primary income was between $10,000 and $12,000 in 1978."... "She enrolls in two to four courses per quarter and attends classes on the main campus during the day." "Vocational student - the typical vocational student is a 25 year old, married, white male, and probably not a military veteran. He lives with his spouse, works full time and his 1978 family income was between $9,000 and $11,000. This head of household most likely works in a craft occupation."... "He typically attends class for approximately 20 hours per week on the main campus during the day."

In addition to employment, other means of support are provided to assist students to get an education. Table 4 indicates other support by category and the number of students receiving that support.

Table 4. Student Support by Category

	Technical	Vocational
CETA	1,488	1,101
Scholarship	1,183	312
Survivor Educational Benefits	1,509	560
Veterans Benefits	12,725	5,643
Vocational Rehabilitation	316	223
Work Study	598	191
Other Subsidized Program	6,254	2,632
Prison Inmate	90	2,021
Total	24,163	12,683

Occupational Extension Programs

Occupational extension courses are offered to individuals as supplemental training for a job presently held or preparatory for a new job. Table 5 indicates enrollment data for occupational extension courses (continuing education) for 1980-81. This data is duplicated data between program categories. Unduplicated data will be available at a later date.

Table 5. Occupational Extension 1980-81

	Male	Female	White	Non White	Preparatory	Supplemental	Total
Technical	2,782	614	2,834	562	521	2,875	3,396
Agriculture	2,375	1,829	3,706	498	512	3,692	4,204
Distribution	8,968	12,568	16,525	5,011	4,974	16,562	21,536
Health & Safety	26,603	30,767	48,536	8,834	11,219	46,151	57,370
Home Economics	4,223	61,415	51,070	14,568	8,627	57,011	65,638
Office	9,732	22,121	23,132	8,721	8,093	23,760	31,853
Trade & Industrial	64,090	22,943	78,816	13,217	14,324	72,709	87,033
Apprenticeship	2,145	280	2,020	405	569	1,856	2,425
HRD	1,155	3,139	1,818	2,476	2,297	1,997	4,294
New Industry	1,529	1,195	2,192	532	1,546	1,178	2,724
Expand Industry	298	110	341	67	80	328	408
Other	3,117	4,738	4,568	3,287	4,101	3,754	7,855

Accreditation

Institutional and program quality is assessed through the process of initial and periodic reaffirmation of accreditation through the Commission of Colleges of the Southern Association of Colleges and Schools. All but one of the 58 post-secondary institutions have received initial accreditation and the newest institution (Brunswick Technical College) is currently involved in obtaining candidate status. During 1979-80, four institutions had visiting committees in connection with reaffirming their accreditation. An additional five institutions were involved during 1979-80 in self studies which are required in reaffirmation of accreditation.

Program Accreditation

In addition to accreditation by the Southern Association of Colleges and Schools, programs are subjected to additional third party evaluations by professional associations or agencies.

There are forty-two curriculum programs in the Community College System eligible for external accreditations or approvals. Twenty of these programs require accreditations or approval prior to implementation of the curriculum or prior to the first graduating class in order for the graduate to be eligible to sit for a license or certification exam or be eligible for certification in the field of work. All curriculums in the Community College System that have mandatory external accreditations or approval requirements have met the standards of the agency and are approved.

Twenty-two curriculum programs are eligible for optional accreditation or approval from professional associations and accrediting organizations. Many institutions in the System have received accreditation for individual curriculum programs to enhance the prestige of the program. The cost of seeking individual program accreditation has been the major obstacle in seeking optional program accreditation.

Appendix 1(a) provides a list of all curriculum programs in the System that are eligible for accreditation or approval, whether mandatory or optional, and the number of programs and list of institutions where approved.

Appendix 1(b) lists each institution in the System. Fifty-seven of the institutions have one or more curriculum programs approved by an external accrediting or approval agency. Brunswick Technical College does not offer any curriculum programs eligible for external accreditation or approval.

Results of Licensure Examinations

The Department of Community Colleges receives data from the North Carolina Board of Nursing on practical nursing examination scores and registered nursing scores, data from the North Carolina State Board of Cosmetic Art on cosmetology examination scores, and data from the North Carolina Real Estate Licensing Board on the real estate brokers and the real estate salesman licensing exams. Other agencies that conduct examinations of graduates provide this data to each individual institution.

In July, 1981, there were 768 graduates of the Associate Degree and Nursing Education Options programs that took the registered nursing examination. Five hundred ninety-three, or 77%, passed the examination on the first taking of the exam. A summary of this data is included in Appendix 2. In April, 1981, 116 practical nursing education graduates took the examination for licensed practical nursing. Ninety-one percent (105 persons) passed the exam. (Appendix 3)

There are 52 community college institutions approved to offer courses for real estate salesman and real estate brokers. Five of these institutions have approved associate degree curriculums while the remainder are approved as continuing education courses. The data from the Real Estate Licensing Board on test takers is not separated between curriculum and continuing education. During 1980-81, 57% of those taking the salesman exam passed while 40% of those taking the brokers exam passed. Appendix 4 gives more detailed information on these results.

Information on students taking the cosmetology licensing exam was available for 1979. Three hundred forty-two graduates took the exam in 1979. Seventy-nine percent passed. Appendix 5 provides information on cosmetology examination results.

Faculty and Staff Qualifications

One measure of program evaluation is the qualification of staff and faculty. In Table 6 the highest level of education attained and the average years of experience for full-time faculty members is shown for 1980-81. The highest frequency of educational level of the total number is the Master's Degree. The second highest frequency of educational level of the total number is the Bachelor's Degree. The years of experience range from 5 to 16 years.

In Table 7 , comparable data is shown for faculty hired on a part-time basis of this group, a larger number held a Bachelor's Degree.

The qualifications and expertise of the staff of an institution contributes to the effectiveness and quality of the programs offered. In Table 8 and Table 9 the highest level of education attained and the average years of experience for full-time and part-time staff is indicated.

Guidance - Counseling Services

Counseling is a very important function in the institutions. In addition to academic counseling, the counselors must provide services in the area of admissions, testing (interpretation of various tests), financial aid, student activities and career planning and placement. They must also be aware of counseling services available in the community for those students who could benefit from these services.

Each institution has assembled a competent staff, as indicated by the statistics above, which show the academic training of each member of the student services staff. The institutions make a strong effort to see that each staff member is afforded the opportunity to attend professional conferences and workshops each year. In addition, many institutions conduct their own staff development workshops to keep their professional staff members informed of new developments in their fields.

Facilities

All but one of the post-secondary institutions (Brunswick Technical College) is located on a permanent campus. A total of 19 construction projects were brought forward from previous years into fiscal year 1980-81. Thirteen of these projects were completed during the year at a cost of $16,411,050 and added 350,674 square feet of space to facilities in the system. Seventeen projects were started during the year. Therefore, at the end of the year 1980-81, 23 projects remained active with an anticipated cost of $16,507,567.

Cooperative Education

The development of additional cooperative education programs has produced a corresponding increase in enrollments in these programs. Cooperative education programs have been expanded to include cooperative work experience in agriculture, distribution, health, occupational home economics office, engineering technologies and trade and industrial curriculum programs. During 1979-80 3,244 students were enrolled in cooperative education experiences. The data for 1980-81 is not available as yet. We would expect the enrollment to be approximately the same number.

Table 6

FULL-TIME EMPLOYMENT TECH AND VOC - Faculty

GROUP	SEX	ACHIEVE 1	ACHIEVE 2	ACHIEVE 3	ACHIEVE 4	ACHIEVE 5	ACHIEVE 6	ACHIEVE 7	ACHIEVE 8	ACHIEVE 9	ACHIEVE 10	TOTAL	YRS	AVG YRS EXPER
2	1		1					1	26	172	15	215	2,552.0	11.9
2	2						1		40	160	5	206	1,912.0	9.3
GROUP	TOTA		1				1	1	66	332	20	421	4,464.0	10.6
3	1	1	2			1	2	1	28	30	3	68	860.0	12.6
3	2						3	1	1	1	1	7	36.0	5.1
GROUP	TOTA	1	2			1	5	2	29	31	4	75	896.0	11.9
4	1		1	3	2	1	2	1	17	18	1	46	557.0	12.1
4	2								4	5		9	48.0	5.3
GROUP	TOTA		1	3	2	1	2	1	21	23	1	55	605.0	11.0
5	1		2		1	1	5	3	20	13	11	56	681.0	12.2
5	2		1	5	16	7	17	28	236	108	2	420	4,504.0	10.7
GROUP	TOTA		3	5	17	8	22	31	256	121	13	476	5,185.0	10.9
6	1		1						3	2		6	85.0	14.2
6	2		1	1			1		17	20		40	327.0	8.2
GROUP	TOTA		2	1			1		20	22		46	412.0	9.0
7	1		1				2	3	38	107	10	161	1,959.0	12.2
7	2						7	1	49	140	7	208	2,303.0	11.3
GROUP	TOTA		1				9	4	87	247	17	365	4,262.0	11.7
8	1		6	4	1	6	25	4	94	74	12	226	3,163.0	14.0
8	2								5	3		8	82.0	10.3
GROUP	TOTA		6	4	1	6	25	4	99	77	12	234	3,245.0	13.9
9	1	8	149	22	129	39	73	30	99	75		624	10,137.0	16.2
9	2	1	5	6	19	5	7	6	9	3		61	895.0	14.7
GROUP	TOTA	9	154	28	148	44	80	36	108	78		685	11,032.0	16.1
FINAL	TOTA	10	170	41	168	60	145	79	686	931	67	2,357	30,101.0	12.8

2,357 RECORDS TOTALED

Key to Column Headings

Group - Faculty
2. Vocational-Technical Academic
3. Agriculture
4. Distribution & Marketing
5. Health
6. Home Economics
7. Office
8. Engineering & Science
9. Trade & Industrial

Sex
1. Male
2. Female

Achieve
1. Less than High School
2. H.S. Graduate
3. One year of college
4. Vocational Diploma
5. Two years of college
6. Associate Degree
7. Three-Four Years of college
8. Bachelor's Degree
9. Master's Degree
10. Doctor's Degree

Table 7

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4/24/81                              1980-81 STAFF INFORMATION SUMMARY .                                                  PAGE    1

                                     PART-TIME EMPLOYMENT TECH AND VOC - Faculty

                ACHIEVE ACHIEVE ACHIEVE ACHIEVE ACHIEVE ACHIEVE ACHIEVE ACHIEVE ACHIEVE ACHIEVE                        AVG YRS
 GROUP SEX         1       2       3       4       5       6       7       8       9      10      TOTAL     YRS       EXPER
  2    2
 GROUP TOTA                                                                 1                        1       4.0        4.0
                                                                            1                        1       4.0        4.0
  4    1
 GROUP TOTA                                                                         1                1      15.0       15.0
                                                                                    1                1      15.0       15.0
  5    2
 GROUP TOTA                                1               1       3       2                         7      55.0        7.9
                                           1               1       3       2                         7      55.0        7.9
  8    1
 GROUP TOTA                                                                         2                2      38.0       19.0
                                                                                    2                2      38.0       19.0
  9    1           1       1               3                       1       1                         7      70.0       10.0
  9    2                                   2       1                                         1       4      36.0        9.0
 GROUP TOTA        1       1               5       1               1       1                 1      11     106.0        9.6
 FINAL TOTA        1       1               6       1       1       4       4       3         1      22     218.0        9.9

       22  RECORDS TOTALED
```

KEY TO COLUMN HEADINGS FOR TABLES 8 & 9

Group - Faculty

2. Vocational - Technical Academic
3. Agriculture
4. Distribution & Marketing
5. Health
6. Home Economics
7. Office
8. Engineering & Science
9. Trade & Industrial

Sex
1. Male
2. Female

General Administration

00 Administrative Assistant
01 Accountant/Bookkeeper
02 Business Manager/VP For Admin. Serv.
04 President
05 Vice President

Instruction

06 Dean/Vice President of Instruction

Curriculum

08 Dean/Director of Academic Programs
09 Dean/Director of Occupational Programs

Instructor/Professor - Curriculum

11 College Transfer
12 General Education
13 Technical
14 Vocational
10 Instructional Assistants/Aides

Extension

15 Area Coordinator
17 Dean/Director of Adult Education/
Continuing Education/Extension
18 Instructional Assistants/Aides

Achieve

1. Less than High School
2. H.S. Graduate
3. One year of college
4. Vocational Diploma
5. Two years of college
6. Associate Degree
7. Three-Four Years of College
8. Bachelor's Degree
9. Master's Degree
10. Doctor's Degree

Instruction, Extension

Instructor - Extension
19 Academic
20 Adult Basic
21 Adult High School
22 CETA (Comprehensive Employment Training Act)
23 Community Cultural/Visiting Artist
24 Human Resources Development
25 New and Expanding Industry
26 Occupational Extension
27 Recreational Extension

Learning Resources

28 Dean/Director of Learning Resources

Library

30 Librarian
31 Library Assistant

Individualized Instruction Center/Learning Laboratory

33 Coordinator of IIC/LL
34 Laboratory Assistant

Student Services

36 Counselor
37 Counselor Associate
38 Dean/Director/Vice President
of Student Services
39 Financial Aid
40 Placement/Follow-Up
41 Recruitment/Registrar
42 Testing
43 Veterans Coordinator

KEY TO COLUMN HEADING FOR TABLES 8 & 9 (cont'd)

Plant Operations and Maintenance

45 Custodial/Housekeeping
46 Director/Supervisor
47 Maintenance Mechanic
48 Security

General Institution Support

49 Audiovisual
51 Computing Center Director
52 Computing Center Analyst/Operator/Programmer
53 Coordinator of Affirmative Action/Civil Rights Compliance
54 Equipment Coordinator/Purchasing/Supplies
55 Evening Director
56 Institutional Development/Public Information Officer
57 Institutional Research
58 Mail/Transportation
59 Personnel Director
60 Printing
61 Receptionist/Switchboard Control

Auxillary Enterprises

62 Bookstore
63 Food Services

Clerical

64 Clerical-All

9/24/81

TABLE 8

1980-81 STAFF INFORMATION SUMMARY

FULL-TIME EMPLOYMENT ALL

GROUP	SEX	ACHIEVE 1	ACHIEVE 2	ACHIEVE 3	ACHIEVE 4	ACHIEVE 5	ACHIEVE 6	ACHIEVE 7	ACHIEVE 8	ACHIEVE 9	ACHIEVE 10	TOTAL	YRS	AVG YRS EXPER
00	1						2	1	9	15	2	29	261.0	9.0
00	2		3	1		2	6	1	7	2	1	23	262.0	11.4
GROUP	TOTA		3	1		2	8	2	16	17	3	52	523.0	10.1
01	1		1	2		1	3		5			12	99.0	8.3
01	2		29	26	7	12	27	3	10			114	1,608.0	14.1
GROUP	TOTA		30	28	7	13	30	3	15			126	1,707.0	13.5
02	1						1	2	15	28	6	52	743.0	14.3
02	2		3	1					2	1	1	8	140.0	17.5
GROUP	TOTA		3	1			1	2	17	29	7	60	883.0	14.7
04	1					1				16	38	55	933.0	17.0
04	2										1	1	9.0	9.0
GROUP	TOTA					1				16	39	56	942.0	16.8
05	1							1	3	9	11	24	387.0	16.1
05	2									1	2	3	27.0	9.0
GROUP	TOTA							1	3	10	13	27	414.0	15.3
06	1									19	26	45	565.0	12.6
06	2									1	2	3	38.0	12.7
GROUP	TOTA									20	28	48	603.0	12.6
08	1		1						2	23	9	35	385.0	11.0
08	2								2	12	2	16	196.0	12.3
GROUP	TOTA		1						4	35	11	51	581.0	11.4
09	1							2	4	25	9	40	522.0	13.1
09	2				1				2	6	1	10	100.0	10.0
GROUP	TOTA				1			2	6	31	10	50	622.0	12.4
10	1		1	1	3	2	2	4	3			16	118.0	7.4
10	2		5	9	2	6	21	2	9	5		59	313.0	5.3
GROUP	TOTA		6	10	5	8	23	6	12	5		75	431.0	5.7
11	1								4	247	49	300	3,770.0	12.6
11	2		1	1			2	1	12	153	16	186	1,918.0	10.3
GROUP	TOTA		1	1			2	1	16	400	65	486	5,688.0	11.7
12	1						1		9	70	13	93	936.0	10.1
12	2			1				1	18	83	5	108	864.0	8.0
GROUP	TOTA			1			1	1	27	153	18	201	1,800.0	9.0
13	1		12	7	6	9	42	20	235	434	46	811	10,329.0	12.7
13	2		2	3	3	4	24	14	266	413	15	746	7,442.0	10.0
GROUP	TOTA		14	10	9	13	66	34	501	847	61	1,555	17,771.0	11.4
14	1	9	151	22	127	39	67	23	90	57	6	591	9,665.0	16.4
14	2	1	5	9	32	8	12	22	95	27		211	2,66[illegible]	12.6
GROUP	TOTA	10	156	31	159	47	7[illegible]	45	185	84	6	802	12[illegible]	15.4

TABLE 8 Cont'd

1980-81 STAFF INFORMATION SUMMARY

FULL-TIME EMPLOYMENT ALL

GROUP	SEX	ACHIEVE 1	ACHIEVE 2	ACHIEVE 3	ACHIEVE 4	ACHIEVE 5	ACHIEVE 6	ACHIEVE 7	ACHIEVE 8	ACHIEVE 9	ACHIEVE 10	TOTAL	YRS	AVG Y EXPE
15	1		4	2					19	14	1	40	306.0	7.7
15	2				1				9	7		17	94.0	5.5
GROUP	TOTA		4	2	1				28	21	1	57	400.0	7.0
17	1		2	3			2	1	47	87	11	153	1,719.0	11.2
17	2		2	1	1		1	1	15	23	1	45	345.0	7.7
GROUP	TOTA		4	4	1		3	2	62	110	12	198	2,064.0	10.4
18	1						2		2			4	23.0	5.8
18	2		2	1	1	1	5	1	2	1		14	96.0	6.9
GROUP	TOTA		2	1	1	1	7	1	4	1		18	119.0	6.6
19	1			1			1		1	12	1	16	175.0	10.9
19	2		1			1			2	7		11	108.0	9.8
GROUP	TOTA		1	1		1	1		3	19	1	27	283.0	10.5
20	1				1				8	6	1	16	84.0	5.3
20	2		1	1				1	17	3		23	127.0	5.5
GROUP	TOTA		1	1	1			1	25	9	1	39	211.0	5.4
21	1								9	5		14	83.0	5.9
21	2							1	13	11		25	139.0	5.6
GROUP	TOTA							1	22	16		39	222.0	5.7
22	1								2			2	4.0	2.0
22	2								1			1	13.0	13.0
GROUP	TOTA								3			3	17.0	5.7
23	1			1		1			3	15		20	79.0	4.0
23	2					1			2	8		11	82.0	7.5
GROUP	TOTA			1		2			5	23		31	161.0	5.2
24	1							1	19	9		29	157.0	5.4
24	2		3	2		3	1		23	9		41	238.0	5.8
GROUP	TOTA		3	2		3	1	1	42	18		70	395.0	5.6
26	1	1	11	2	2	3	3	1	3	2		28	393.0	14.0
26	2		1	4				1	5			11	106.0	9.6
GROUP	TOTA	1	12	6	2	3	3	2	8	2		39	499.0	12.8
28	1									16	2	18	223.0	12.4
28	2								1	25	3	29	416.0	14.3
GROUP	TOTA								1	41	5	47	639.0	13.6
30	1									18		18	137.0	7.6
30	2								11	47		58	537.0	9.3
GROUP	TOTA								11	65		76	674.0	8.9
31	1		1				1	1	1			4	41.0	10.3
31	2	1	13	9	3	5	32	3	10			76	581.0	7.6
GROUP	TOTA	1	14	9	3	5	33	4	11			80	622.0	7.9

TABLE 8 Cont'd

FULL-TIME EMPLOYMENT ALL

GROUP	SEX	ACHIEVE 1	ACHIEVE 2	ACHIEVE 3	ACHIEVE 4	ACHIEVE 5	ACHIEVE 6	ACHIEVE 7	ACHIEVE 8	ACHIEVE 9	ACHIEVE 10	TOTAL	YRS	AVG YRS EXPER
33	1								12	6	2	20	233.0	11.7
33	2		1				1	1	40	27		70	701.0	10.0
GROUP	TOTA		1				1	1	52	33	2	90	934.0	10.4
34	1						2	1	1			4	26.0	6.5
34	2		2	2		2	2	3	4	2		17	96.0	5.6
GROUP	TOTA		2	2		2	4	4	5	2		21	122.0	5.8
36	1	1							20	81	7	109	844.0	7.7
36	2			1				1	24	77	2	105	738.0	7.0
GROUP	TOTA	1		1				1	44	158	9	214	1,582.0	7.4
37	1			1				1	4			6	24.0	4.0
37	2		3	3		3	3	1	1	1		15	52.0	3.5
GROUP	TOTA		3	4		3	3	2	5	1		21	76.0	3.6
38	1								2	43	15	60	884.0	14.7
38	2									6		6	44.0	7.3
GROUP	TOTA								2	49	15	66	928.0	14.1
39	1		1				2		5	21		29	237.0	8.2
39	2		5	3		1	8	5	13	3	1	39	219.0	5.6
GROUP	TOTA		6	3		1	10	5	18	24	1	68	456.0	6.7
40	1		1					1	5	6		13	74.0	5.7
40	2								6	4		10	44.0	4.4
GROUP	TOTA		1					1	11	10		23	118.0	5.1
41	1						1		13	19	1	34	334.0	9.8
41	2		3	5		2	9	3	11	12		45	401.0	8.9
GROUP	TOTA		3	5		2	10	3	24	31	1	79	735.0	9.3
42	1								1	2		3	15.0	5.0
42	2			1			1		4	4		10	45.0	4.5
GROUP	TOTA			1			1		5	6		13	60.0	4.6
43	1		1	1		1	7	3	6	11		30	246.0	8.2
43	2		3	1		3	2		1			10	85.0	8.5
GROUP	TOTA		4	2		4	9	3	7	11		40	331.0	8.3
45	1	154	86	11	10	8	4	6	1			280	2,020.0	7.2
45	2	99	38	3		1						141	1,367.0	9.7
GROUP	TOTA	253	124	14	10	9	4	6	1			421	3,387.0	8.0
46	1	16	29	3	9	6	4	4	4	2		77	1,252.0	16.3
46	2	1	3									4	36.0	9.0
GROUP	TOTA	17	32	3	9	6	4	4	4	2		81	1,288.0	15.9
47	1	44	42	8	16	6	8	3	1			128	1,[illegible]	10.7
47	2			1								1		[illegible].0
GRO[illegible]	[illegible]A	44	42	9	16	6	[illegible]	3	1			129	1[illegible]	[illegible].6

TABLE 8 Cont'd

1980-81 STA ORMATION SUMMARY

FULL-TIME EMPLOYMENT ALL

GROUP	SEX	ACHIEVE 1	ACHIEVE 2	ACHIEVE 3	ACHIEVE 4	ACHIEVE 5	ACHIEVE 6	ACHIEVE 7	ACHIEVE 8	ACHIEVE 9	ACHIEVE 10	TOTAL	YRS	AVG YRS EXPER
48	1	10	15	2	1	1	5	3	2			39	323.0	8.3
GROUP TOTA		10	15	2	1	1	5	3	2			39	323.0	8.3
49	1		3	5	1	2	15	3	23	17		69	535.0	7.8
49	2		3	4	1	1	6	1	7	7		30	202.0	6.7
GROUP TOTA			6	9	2	3	21	4	30	24		99	737.0	7.4
51	1					1	3		2			6	39.0	6.5
51	2						1		1			2	18.0	9.0
GROUP TOTA						1	4		3			8	57.0	7.1
52	1			1	1		6	1	5	1		15	96.0	6.4
52	2		9	7	1	1	16	3	5			42	176.0	4.2
GROUP TOTA			9	8	2	1	22	4	10	1		57	272.0	4.8
54	1		4	2	1	1	9	5	3			25	221.0	8.8
54	2		9	10	1	3	7		2			32	376.0	11.8
GROUP TOTA			13	12	2	4	16	5	5			57	597.0	10.5
55	1		1		1	2	1	1	8	22	2	38	383.0	10.1
55	2										1	1	3.0	3.0
GROUP TOTA			1		1	2	1	1	8	22	3	39	386.0	9.9
56	1		2					1	13	13	4	33	338.0	10.2
56	2					2	1	1	8	11		23	168.0	7.3
GROUP TOTA			2			2	1	2	21	24	4	56	506.0	9.0
57	1								2	6	4	12	85.0	7.1
57	2		1				1			3	2	7	32.0	4.6
GROUP TOTA			1				1		2	9	6	19	117.0	6.2
58	1	2	2		1	2	1					8	43.0	5.4
58	2		1			1		1				3	10.0	3.3
GROUP TOTA		2	3		1	3	1	1				11	53.0	4.8
59	1								1	3	1	5	71.0	14.2
59	2						1		3	3		7	41.0	5.9
GROUP TOTA							1		4	6	1	12	112.0	9.3
60	1		12	2		1	3		3			21	165.0	7.9
60	2	1	12	3	3		7	2				28	173.0	6.2
GROUP TOTA		1	24	5	3	1	10	2	3			49	338.0	6.9
61	1		1									1	9.0	9.0
61	2		33	7	2	3	10	1	1			57	440.0	7.7
GROUP TOTA			34	7	2	3	10	1	1			58	449.0	7.7
62	1		1	2		2	3	1	5	2		16	112.0	7.0
62	2	3	19	8	2	1	10	3				46	369.0	8.0
GROUP TOTA		3	20	10	2	3	13	4	5	2		62	481.0	7.8

TABLE 8 Cont'd

9/24/81

1980-81 STAFF INFORMATION SUMMARY

FULL-TIME EMPLOYMENT ALL

GROUP	SEX	ACHIEVE 1	ACHIEVE 2	ACHIEVE 3	ACHIEVE 4	ACHIEVE 5	ACHIEVE 6	ACHIEVE 7	ACHIEVE 8	ACHIEVE 9	ACHIEVE 10	TOTAL	YRS	AVG YRS EXPER
63	1		6		1		2				1	10	209.0	20.9
63	2	20	15					1				36	473.0	13.1
GROUP TOTA		20	21		1		2	1			1	46	682.0	14.8
64	1		5			2	6		2			15	67.0	4.5
64	2	1	326	218	41	93	313	37	47			1,076	9,183.0	8.5
GROUP TOTA		1	331	218	41	95	319	37	49			1,091	9,250.0	8.5
FINAL TOTA		364	953	425	283	251	739	207	1,349	2,387	324	7,282	76,349.0	10.5

✓7,282 RECORDS TOTALED

TABLE 9

9/24/81 1980-81 STAFF INFORMATION SUMMARY PAGE 1

PART-TIME EMPLOYMENT ALL

GROUP	SEX	ACHIEVE 1	ACHIEVE 2	ACHIEVE 3	ACHIEVE 4	ACHIEVE 5	ACHIEVE 6	ACHIEVE 7	ACHIEVE 8	ACHIEVE 9	ACHIEVE 10	TOTAL	YRS	AVG YRS EXPER
00	1								1			1	7.0	7.0
00	2						1					1	7.0	7.0
GROUP	TOTA						1		1			2	14.0	7.0
10	1							1				1	15.0	15.0
10	2		1	1			1					3	10.0	3.3
GROUP	TOTA		1	1			1	1				4	25.0	6.3
11	1								1	2	2	5	62.0	12.4
11	2								5			5	25.0	5.0
GROUP	TOTA								6	2	2	10	87.0	8.7
13	1								1	3		4	67.0	16.8
13	2						1		2			3	21.0	7.0
GROUP	TOTA						1		3	3		7	88.0	12.6
14	1	1	1		3			1				6	56.0	9.3
14	2				3	1		3	1		1	9	74.0	8.2
GROUP	TOTA	1	1		6	1		4	1		1	15	130.0	8.7
15	2			2					2			4	12.0	3.0
GROUP	TOTA			2					2			4	12.0	3.0
17	2								1			1	28.0	28.0
GROUP	TOTA								1			1	28.0	28.0
18	1		1						1	1		3	25.0	8.3
18	2		1		1		1					3	8.0	2.7
GROUP	TOTA		2		1		1		1	1		6	33.0	5.5
19	1		1					1	6	1		9	69.0	7.7
19	2		3			2			3			8	34.0	4.3
GROUP	TOTA		4			2		1	9	1		17	103.0	6.1
20	1								2	1		3	34.0	11.3
20	2			1				2	10	5		18	231.0	12.8
GROUP	TOTA			1				2	12	6		21	265.0	12.6
21	1									3		3	23.0	7.7
21	2								7	1		8	48.0	6.0
GROUP	TOTA								7	4		11	71.0	6.5
22	2						1		1			2	8.0	4.0
GROUP	TOTA						1		1			2	8.0	4.0
24	2			1					1			2	12.0	6.0
GROUP	TOTA			1					1			2	12.0	6.0
26	1		4						3			7	66.0	9.4
26	2	1	2									3	10.0	3.3
GROUP	TOTA	1	6						3			10	76.0	7.6

TABLE 9 Cont'd

9/24/81 1980-81 STAFF INFORMATION SUMMARY PAGE 2

PART-TIME EMPLOYMENT ALL

GROUP	SFX	ACHIEVE 1	ACHIEVE 2	ACHIEVE 3	ACHIEVE 4	ACHIEVE 5	ACHIEVE 6	ACHIEVE 7	ACHIEVE 8	ACHIEVE 9	ACHIEVE 10	TOTAL	YRS	AVG YRS EXPER
30	1									1		1	12.0	12.0
30	2									4		4	25.0	6.3
GROUP	TOTA									5		5	37.0	7.4
31	2			2		1	1		1			5	49.0	9.8
GROUP	TOTA			2		1	1		1			5	49.0	9.8
33	2				1				10	3		14	95.0	6.8
GROUP	TOTA				1				10	3		14	95.0	6.8
34	1								1	1		2	15.0	7.5
34	2		1	1			2		2			6	32.0	5.3
GROUP	TOTA		1	1			2		3	1		8	47.0	5.9
36	2								1			1	8.0	8.0
GROUP	TOTA								1			1	8.0	8.0
45	1	14	9	1								24	196.0	8.2
45	2	10	2									12	108.0	9.0
GROUP	TOTA	24	11	1								36	304.0	8.4
47	1	1			1							2	25.0	12.5
GROUP	TOTA	1			1							2	25.0	12.5
48	1	3	2	2	1							8	69.0	8.6
GROUP	TOTA	3	2	2	1							8	69.0	8.6
49	2							1				1	13.0	13.0
GROUP	TOTA							1				1	13.0	13.0
55	1		1				1		2			4	38.0	9.5
GROUP	TOTA		1				1		2			4	38.0	9.5
56	1								1			1	50.0	50.0
56	2					1		1				2	22.0	11.0
GROUP	TOTA					1		1	1			3	72.0	24.0
58	2		1									1	2.0	2.0
GROUP	TOTA		1									1	2.0	2.0
60	2		2				1					3	5.0	1.7
GROUP	TOTA		2				1					3	5.0	1.7
61	1			1								1	1.0	1.0
61	2		6	2	1	1	3		1			14	99.0	7.1
GROUP	TOTA		6	3	1	1	3		1			15	100.0	6.7
62	1						1					1	.0	.0
62	2	1	5			3						9	49.0	5.4
GROUP	TOTA	1	5			3						10	[illegible]	4.9

TABLE 9 Cont'd

1980-81 STAFF INFORMATION SUMMARY

PART-TIME EMPLOYMENT ALL

GROUP	SEX	ACHIEVE 1	ACHIEVE 2	ACHIEVE 3	ACHIEVE 4	ACHIEVE 5	ACHIEVE 6	ACHIEVE 7	ACHIEVE 8	ACHIEVE 9	ACHIEVE 10	TOTAL	YRS	AVG YRS EXPER
63	1	2										2	41.0	20.5
63	2	3	2									5	3.0	.6
GROUP TOTA		5	2									7	44.0	6.3
64	1		1	1								2	9.0	4.5
64	2		27	13	2	6	5	1	5			59	378.0	6.4
GROUP TOTA			28	14	2	6	5	1	5			61	387.0	6.3
FINAL TOTA		36	73	28	13	15	19	11	72	25	3	296	2,296.0	7.8

296 RECORDS TOTALED

We do not expect a substantial growth to occur in cooperative education programs because of number of individuals involved as the following factors would indicate:

1. 65.3% of the technical students are employed full or part-time
2. 54.5% of the vocational students are employed full or part-time
3. 24,163 technical students and 12,683 vocational students are beneficiaries of financial support as shown in table 4.

Factors which might require the system to adjust the number of cooperative programs would be dependent upon, (1) a larger cut-back of federal educational grants and loans, (2) a reduction in the number receiving veterans benefits and (3) the ability and acceptance of business and industry to assist in providing cooperative education.

Apprenticeship

Instruction related to the apprentice's area of work is provided by post-secondary institutions. During 1980-81 there were 2,425 apprentices enrolled in related instruction. There was interest by the N.C. Department of Labor and the Department of Community Colleges to provide the opportunity for additional apprentices to receive related instruction. To meet this goal, the 1981 Legislature appropriated over $4,000,000 to be used in developing cooperative skill training centers, high cost priority (critical need) programs and related and supplemental courses to support formal apprenticeship training for the 1981-83 biennium.

In October 1980 the Apprenticeship Division of the N.C. Department of Labor reported that 224 women were registered apprentices. This is an increase of 32.6 percent since January 1980.

Human Resource Development Program (HRD)

The Human Resources Development Program offered by the post-secondary institutions provides structured pre-vocational training, counseling, and assistance into permanent employment or further educational training for chronically unemployed or underemployed adults. Operating in 47 of the 58 community colleges and technical institutes during Fiscal Year 1979-80 with a state appropriation of $2,366,795, HRD's objective is to reduce public assistance payments, unemployment, and underemployment by making it possible for the chronically unemployed to become and remain productive employees.

The program design calls for a re-orientation to the world of work through recognition of personal assets and limitations, understanding the effect of one's behavior on others, familiarization with problem-solving processes, and development of basic academic and communications skills which are prerequisite to securing and keeping employment.

Since the data for 1980-81 is not available, the following data is for 1979-80. This program is operated in 47 of the 58 post-secondary institutions. Table 10 indicates the enrollment and completion data:

Table 10 Enrollment and Completion for HRD - 1979-80

	1979-80	Rate %
Number Enrolled	4,720	
Number Completed	3,092	76.1
Placed in Jobs	1,460	47.2
Placed in Training	466	15.1
Race - Black	2,610	55.3
White	2,030	43.0
Other Minority	94	1.7
Sex - Male	1,194	25.3
Female	3,526	74.7
Less than 12th Grade	3,054	64.7
H.S. Graduate	1,666	35.3

During 1979-80, HRD students were predominately female, black and had not graduated from high school. CETA stipends or other CETA benefits amounting to $1,437,649 were provided to 3,353 (71%) students. Slightly more than 3 out of 10 HRD students, 1,511 (32%) had received public assistance during some or all of the year immediately preceding their enrollment in HRD.

A unique feature of the HRD program is to provide one year of counseling and follow-up services to all individuals completing the program. During 1979-80, 4,703 persons who had completed the program the previous year, were provided follow-up services. Of this group 3,416 (72.6%) had been placed in jobs and 964 (20.4%) had been placed in skill training.

As a result of the HRD program, the payment of public assistance to 1979-80 HRD graduates was reduced by $1,345,087. The increase in the income of HRD graduates was $7,990,482.

Displaced Homemakers

In addition to the HRD program, additional programs serving the displaced homemaker also are offered. In 1979-80, seven institutions reported 205 women receiving support services. Nine institutions reported 294 women enrolled in vocational education for displaced homemakers, a federally required program. This program is designed to assist the displaced homemaker to assess her latent talents, receive training and re-enter the work-force.

Programs for displaced homemakers are varied and tend to be designed to meet a local need. Sex equity and sex stereotyping of job opportunities are often a consideration of the program design.

The following programs are additional examples of programs for displaced homemakers:

1. Stepping Out - New Career Opportunities for Women - Central Carolina TC
2. Work Options Program for Women - Martin CC, Wilson Co. TI, Vance-Granville CC, Anson TC, Southeastern CC, Pamlico TC - in cooperation with State Council on the Status of Women.

3. Promoting Sex Equity in Career Day Programs - Piedmont TC
4. Wider Opportunities for Women - Asheville-Buncombe TC and the Buncombe Co. Employment and Training Council
5. Improving the Self-Image of Homemakers - Central Piedmont CC
6. Women in Transition - Technical College of Alamance
7. Women Share - Central Piedmont CC

Single courses have been offered to provide assistance to the displaced homemaker. Some examples of these courses are:

1. Man's World, Women's Place - Guilford TI
2. Changing Role of Male & Female - Catawba Valley TI
3. Women and the Law - Randolph TC

The programs and courses were funded from several sources, including grants from external agencies. Data was not collected separately to indicate the number of individuals which have been involved in each program or course.

Education for Correctional Inmates

The post-secondary institutions provide both curriculum and extension programs to those incarcerated in the correctional system. The variety of courses and programs offered include academic, adult basic education, preparation toward the completion of the General Education Development test and technical and vocational education courses and programs.

Educational programs are provided to inmates who are granted educational leave during the day to attend classes on a campus or through curriculum programs and extension courses that are offered at a prison subsidiary unit.

During 1980-1981, there were 90 inmates that were enrolled in technical education and 2,021 that were enrolled in vocational education programs, either through educational release or programs offered on a full-time basis at a subsidiary unit. In addition to these curriculum programs, extension classes were offered in adult basic education and vocational-technical education at prison subsidiary units. There was an average of 2,200 (105 were women) inmates enrolled during each of the four quarters in adult basic education. There was an average of 2,065 (150 were women) inmates enrolled during each of the four quarters in vocational-technical education curriculum and extension (continuing education) courses.

In addition to these programs, approximately 1,700 inmates took the GED test in 1980-81. There were 1,081 individuals who passed the test.

Programs for Target Groups

Federal law provides categorical funding to provide additional programs, services and activities to assist disadvantaged, handicapped and individuals with limited English proficiency to succeed in vocational education. A majority of these individuals are mainstreamed with other students for most of their classes. Regulations provide for separate classes when this method is considered in the best interest of the students. Included in the following are students, which met the criteria of one of the categorical groups, but did not require any additional programs, services or activities. Data is for the year 1979-80 since the 1980-81 data is not available at this time.

Table 11. Disadvantaged 1979-80

	Curriculum	Extension	Total
No additional program assistance	15,671	13,516	29,187
With additional program assistance	27,125	5,503	32,628
Separate program	698	5,055	5,753
Total	43,494	24,074	67,568

Table 12. Handicapped 1979-80

	Curriculum	Extension	Total
No additional program assistance	1,129	2,401	3,530
With additional program assistance	1,719	844	2,563
Separate program	24	2,218	2,242
Total	2,872	5,463	8,335

Table 13. Limited English Proficiency 1979-80

	Curriculum	Extension	Total
No additional program assistance	62	207	269
With additional program assistance	754	592	1,346
Separate program	307	1,460	1,767
Total	1,123	2,259	3,382

Table 14. Special Programs for the Disadvantaged 1979-80

	Curriculum	Extension	Total
With additional program assistance	755	165	920
Separate program	359	241	600
Total	1,114	406	1,520

CETA (Comprehensive Education & Training Act)

The State Board of Community Colleges is the recipient of the 6% CETA funds. These funds are used to provide the cost of training for CETA clients. Class size groups are provided training to meet existing job needs.

An alternate to class size groups is the single referral. Individuals are enrolled as any other curriculum student and the tuition fees and cost of books is paid from CETA funds.

In 1980-81 there were 868 CETA clients enrolled in class size programs and 2,176 single referrals enrolled in the community college system and 132 enrolled in other private schools.

Industrial Services

Changes have occurred in the services provided to new and expanding industry. Ten years ago 61 percent of the training was provided to the textile, food and wood products industries. Approximately 22 percent of the training was provided for fabricated metals, machinery, electronic and transportation equipment industries.

In 1980-81, 60 percent of the training was provided in high technology areas and 20 percent to textile and related industries. There were 3,132 individuals trained during 1980-81 at an average cost of $412.63 per individual of the training provided, 36 percent occurred in the coastal area, 40 percent in the piedmont and 24 percent in the mountains.

Advisory Committees

Emphasis has been placed upon the use of advisory committees since the beginning of the system. The results of advisory committee involvement are threaded throughout the development of curriculum and the establishment of programs. Federal requirements in the use of advisory committees did not impose anything new upon the community college system. Annually, each institution provides in its local application the membership and demographic data of its advisory committee. The pertinent, Federal rules and regulations are printed on the local application indicating the membership requirement and the duties of the committee. Our data indicates the committees are functioning.

In addition to a formal committee structure advice and suggestions are made to staff and faculty in informal ways. It is not possible to measure the impact that this form of information provides. Advice and suggestions for changes or improvements should not be limited to any one procedure or committee.

Student/Employer Follow-up

The first mailing of a survey form to 65,000 graduates and leavers was completed in late July. A second mailing to those who did not respond or to those who did not receive the first survey because of incorrect addresses was completed in August. A third mailing is being prepared.

A follow-up of employers is being prepared and will be mailed soon.

A final report on the student/employer follow-up will be available at a later date.

Appendix 1

CURRICULUM ACCREDITATIONS & APPROVALS

BY INSTITUTION & BY CURRICULUM

December, 1980

Inclusive in this report are abbreviations denoting different associational, State, and Federal program approvals and accreditations. Following is a list of these abbreviations as defined:

AAMA accredited - American Association of Medical Assistants
ABA accredited - American Bar Association
ABET accredited - Accreditation Board of Engineering and Technology, Inc.
ABFSE accredited - American Board of Funeral Service Education
ADA accredited - American Dental Association
AMA accredited - American Medical Association
AMRA accredited - American Medical Records Association
APTA accredited - American Physical Therapy Association
ARA accredited - American Respiratory Association
ASCP accredited - American Society of Clinical Pathologists
AST accredited - Association of Surgical Technologies
FAA approved - Federal Aviation Agency
NAACLS accredited - National Accrediting Agency for Clinical Laboratory Sciences
NCBN accredited - North Carolina Board of Nursing
NCOEMS accredited - North Carolina Office of Emergency Medical Services
NCRELB approved - North Carolina Real Estate Licensing Board
NCSBCA accredited - North Carolina State Board of Cosmetic Arts
NLN accredited - National League for Nursing
SACS accredited - Southern Association of Colleges and Schools
SAF approved - Society of American Foresters

The words *optional* or *mandatory* following the curriculum title denote the accreditation or licensure requirements of the curriculum. The total number of programs in operation in the System is noted in the column on the right.

CURRICULUM ACCREDITATIONS & APPROVALS
BY CURRICULUMS

	Total No. Progra in Operation
V-004 Airframe and Power Plant Mechanics *(mandatory)*	1
FAA approved (Wayne)	
T-041 Architectural Technology *(optional)*	11
ABET accredited (Sandhills, Wake)	
T-059 Associate Degree Nursing (Registered Nursing)	21
Accredited by NCBN *(mandatory)* (Asheville-Buncombe, Beaufort, Carteret, Central Piedmont, Coastal Carolina, College of The Albemarle, Craven, Davidson, Fayetteville, Forsyth, Gaston, James Sprunt, Richmond, Rockingham, Rowan, Sampson, Sandhills, Southeastern, Surry, Wayne, Western Piedmont)	
Accredited by NLN *(optional)* (Fayetteville, Sandhills, Western Piedmont)	
T-082 Aviation Maintenance Technology *(mandatory)*	1
FAA approved (Wayne)	
T-081 Aviation Management and Career Pilot Technology *(optional)*	1
Air Agency Certificate by FAA (Guilford)	
T-038 Civil Engineering Technology *(optional)*	8
ABET accredited (Fayetteville, Gaston, Guilford, Sandhills, Wake)	
T-040 Computer Technology *(optional)*	1
ABET accredited (Wake)	
V-009 Cosmetology *(mandatory)*	32
Accredited by NCSBCA (Beaufort, Bladen, Caldwell, Carteret, Central Carolina, College of The Albemarle, Craven, Edgecombe, Fayetteville, Guilford, Halifax, Isothermal, James Sprunt, Johnston, Lenoir, Martin, McDowell, Mayland, Nash, Piedmont, Pitt, Roanoke-Chowan, Robeson, Rockingham, Sampson, Sandhills, Southeastern, Southwestern, Tri-County, Vance-Granville, Wilkes, Wilson)	
T-129 Criminal Justice - Protective Service Technology *(optional)*	32
Accredited by State of N. C. Criminal Justice Training and Standards Commission, Department of Justice (Carteret, Nash)	

V-011 Dental Assistant (*mandatory*) 9

Accredited by ADA Commission on Dental Accreditation (Asheville-Buncombe, Central Piedmont, Coastal Carolina, Fayetteville, Rowan, Technical College of Alamance, Wayne, Western Piedmont, Guilford)

T-054 Dental Hygiene (*mandatory*) 6

Accredited by ADA Commission on Dental Accreditation (Asheville-Buncombe, Central Piedmont, Coastal Carolina, Fayetteville, Guilford, Wayne)

T-055 Dental Laboratory Technology (*optional*) 2

Accredited by ADA Commission on Dental Accreditation (Durham)

T-139 Emergency Medical Science (*mandatory*) 3

Accredited by NCOEMS (Asheville-Buncombe, Catawba Valley, Guilford)

T-045 Electronics Engineering Technology (*optional*) 29

ABET accredited (Fayetteville, Forsyth, Gaston, Guilford, Technical College of Alamance, Wake)

T-052 Environmental Engineering Technology (*optional*) 1

ABET accredited (Fayetteville)

T-044 Electrical Engineering Technology (*optional*) 7

ABET accredited (Gaston)

T-007 Forest Management Technology (*optional*) 4

SAF recognized Forest Technician Training Program (Wayne)

T-057 Funeral Service Education (*optional*) 1

Accredited by ABFSE (Fayetteville)

T-009 Horticulture Technology (*optional*) 10

Endorsed by the Professional Grounds Management Society (Sandhills)

T-047 Industrial Engineering Technology (*optional*) 6

ABET accredited (Gaston, Wake)

T-049 Industrial Management Technology (*optional*) 25

ABET accredited (Gaston)

T-050 Manufacturing Engineering Technology *(optional)* 5

ABET accredited (Forsyth)

T-043 Mechanical Drafting and Design Technology *(optional)* 18

ABET accredited (Forsyth, Guilford)

T-051 Mechanical Engineering Technology *(optional)* 5

ABET accredited (Gaston)

V-031 Medical Laboratory Assistant *(mandatory)* 3*

Accredited by the Committee on Allied Health Education and Accreditation (Bladen)

Accredited by NAACLS, ASCP and Council on Medical Education, AMA (Halifax)

T-110 Medical Laboratory Technology *(mandatory)* 8

Accredited by NAACLS, Council on Medical Education, AMA (Asheville-Buncombe, Beaufort, Coastal Carolina, Halifax, Wake, Western Piedmont)

Accredited by Committee on Allied Health Education, AMA (Sandhills)

T-058 Medical Office Assistant *(optional)* 6

Accredited by AAMA (Central Piedmont, Western Piedmont)

V-031 Medical Office Assistant *(optional)* 6

Accredited by AAMA (Central Piedmont)

Pending American Medical Association accreditation (Carteret)

T-053 Medical Records Technology *(mandatory)* 1

Accredited by AMRA & AMA (Central Piedmont)

T-104 Nuclear Medicine Technology *(mandatory)* 2

Accredited by AMA (Caldwell, Forsyth)

T-116 Nursing Education Options: Practical and Associate Degree *(mandatory)* 16

Accredited by NCBN (Caldwell, Catawba Valley, Edgecombe, Guilford, Halifax, Haywood, Johnston, Nash, Pitt, Roanoke-Chowan, Robeson, Southwestern, Technical College of Alamance, Tri-County, Wake, Wilson)

*Asheville-Buncombe terminating program 9/81.

T-060 Opticianry *(mandatory)* 1

Accredited by the National Academy of Opticianry (Durham)

T-120 Paralegal Technology *(optional)* 8

Accredited by Standing Committee on Legal Assistants of ABA (Fayetteville)

T-062 Physical Therapist Assistant *(mandatory)* 2

Accredited by APTA (Central Piedmont, Fayetteville)

V-038 Practical Nursing 37

Accredited by NCBN *(mandatory)* (Anson, Asheville-Buncombe, Blue Ridge, Cape Fear, Carteret, Catawba Valley, Central Carolina, Central Piedmont, Cleveland, Coastal Carolina, College of The Albemarle, Craven, Durham, Fayetteville, Forsyth, Gaston, Haywood, Isothermal, Johnston, Lenoir, Mayland, McDowell, Mitchell, Montgomery, Piedmont, Pitt, Randolph, Richmond, Rowan, Sandhills, Southeastern, Southwestern, Stanly, Vance-Granville, Wake, Wayne, Wilkes)

Accredited by NLN *(optional)* (Wake)

T-061 Radiologic Technology *(mandatory)* 12

Accredited by the Joint Review Committee on Education in Radiologic Technology, Council on Medical Education, AMA (Asheville-Buncombe, Caldwell, Johnston, Pitt, Rowan, Wake, Edgecombe)

Accredited by AMA (Carteret, Forsyth)

Accredited by the Council on Medical Education, AMA (Cleveland)

Accredited by the Joint Review Committee on Education in Radiologic Technology, AMA (Fayetteville)

Accredited by Committee on Allied Health Education, AMA (Sandhills)

T-127 Real Estate *(mandatory)* 6

Approved by NCRELB (Catawba Valley, Central Carolina, Edgecombe, Fayetteville, Forsyth, Nash)

T-166 Real Estate (Technical Specialty) *(mandatory)* 1

Approved by NCRELB (Technical College of Alamance)

T-091 Respiratory Therapy *(mandatory)* 7

Pending American Medical Association accreditation (Carteret)

Accredited by ARA, Council on Medical Education, Committee on Allied Health Education, AMA (Central Piedmont, Forsyth, Sandhills, Stanly)

Accredited by the Committee on Allied Health Education and Accreditation, AMA (Fayetteville)

Accredited by AMA Council on Medical Education (Durham)

V-071 Surgical Technology *(optional)*	9

Accredited by the Joint Review Committee on Education for the AST, Council on Medical Education, AMA (Coastal Carolina, Lenoir)

Accredited by the Council on Medical Education, AMA (Fayetteville)

T-125 Surveying Technology *(optional)*	3

Approved by the N. C. State Board of Registration and Professional Engineers and Land Surveyors (Sandhills)

T-004 Veterinary Medical Technology *(mandatory)*	1

Accredited by American Veterinary Medical Association (Central Carolina)

CURRICULUM ACCREDITATIONS & APPROVALS BY INSTITUTION*

Anson Technical College

Practical Nursing (Accredited by NCBN)

Asheville-Buncombe Technical College

Associate Degree Nursing (Registered Nursing) (Accredited by NCBN)
Dental Assistant (Accredited by ADA Commission on Dental Accreditation)
Dental Hygiene (Accredited by ADA Commission on Dental Accreditation)
Emergency Medical Science (Accredited by NCOEMS)
Medical Laboratory Technology (Accredited by NAACLS, Council on Medical Education, AMA)
Practical Nursing (Accredited by NCBN)
Radiologic Technology (Accredited by the Joint Review Committee on Education in Radiologic Technology, Council on Medical Education, AMA)

Beaufort County Community College

Associate Degree Nursing (Registered Nursing) (Accredited by NCBN)
Medical Laboratory Technology (Accredited by NAACLS, Council on Medical Education, AMA)
Cosmetology (Accredited by NCSBCA)

Bladen Technical College

Medical Laboratory Assistant (Accredited by the Committee on Allied Health Education and Accreditation)
Cosmetology (Accredited by NCSBCA)

Blue Ridge Technical College

Practical Nursing (Accredited by NCBN)

Brunswick Technical College

None

Caldwell Community College and Technical Institute

Nuclear Medicine Technology (Accredited by AMA)
Nursing Education Options: Practical and Associate Degree (Accredited by NCBN)
Radiologic Technology (Accredited by the Joint Review Committee on Education in Radiologic Technology, Council on Medical Education, AMA)
Cosmetology (Accredited by NCSBCA)

Cape Fear Technical Institute

Practical Nursing (Accredited by NCBN)

*All institutions in the System are accredited by SACS

Carteret Technical College

Associate Degree Nursing (Registered Nursing) (Accredited by NCBN)
Medical Office Assistant (V-031) (Pending American Medical Association Accreditation)
Practical Nursing (Accredited by NCBN)
Radiologic Technology (Accredited by AMA)
Respiratory Therapy (Pending American Medical Association accreditation)
Criminal Justice - Protective Service Technology (Accredited by State of N. C. Criminal Justice Training and Standards Commission, Department of Justice)
Cosmetology (Accredited by NCSBCA)

Catawba Valley Technical College

Emergency Medical Science (Accredited by NCOEMS)
Real Estate (Approved by NCRELB)
Nursing Education Options: Practical and Associate Degree (Accredited by NCBN)
Practical Nursing (Accredited by NCBN)

Central Carolina Technical College

Real Estate (Approved by NCRELB)
Practical Nursing (Accredited by NCBN)
Veterinary Medical Technology (Accredited by American Veterinary Medical Association)
Cosmetology (Accredited by NCSBCA)

Central Piedmont Community College

Medical Records Technology (Accredited by AMRA & AMA)
Associate Degree Nursing (Registered Nursing) (Accredited by NCBN)
Dental Assistant (Accredited by ADA Commission on Dental Accreditation)
Dental Hygiene (Accredited by ADA Commission on Dental Accreditation)
Medical Office Assistant (T-058) (Accredited by AAMA)
Medical Office Assistant (V-031) (Accredited by AAMA)
Physical Therapist Assistant (Accredited by APTA)
Practical Nursing (Accredited by NCBN)
Respiratory Therapy (Accredited by ARA, Council on Medical Education, Committee on Allied Health Education, AMA)

Cleveland Technical College

Practical Nursing (Accredited by NCBN)
Radiologic Technology (Accredited by the Council on Medical Education, AMA)

Coastal Carolina Community College

Associate Degree Nursing (Registered Nursing) (Accredited by NCBN)
Dental Assistant (Accredited by ADA Commission on Dental Accreditation)
Dental Hygiene (Accredited by ADA Commission on Dental Accreditation)
Medical Laboratory Technology (Accredited by NAACLS, Council on Medical Education, AMA)
Practical Nursing (Accredited by NCBN)
Surgical Technology (Accredited by the Joint Review Committee on Education for the AST, Council on Medical Education, AMA)

College of The Albemarle

Associate Degree Nursing (Registered Nursing) (Accredited by NCBN)
Practical Nursing (Accredited by NCBN)
Cosmetology (Accredited by NCSBCA)

Craven Community College

Associate Degree Nursing (Registered Nursing) (Accredited by NCBN)
Practical Nursing (Accredited by NCBN)
Cosmetology (Accredited by NCSBCA)

Davidson County Community College

Associate Degree Nursing (Registered Nursing) (Accredited by NCBN)

Durham Technical Institute

Dental Laboratory Technology (Accredited by ADA Commission on Dental Accreditation)
Opticianry (Accredited by the National Academy of Opticianry)
Practical Nursing (Accredited by NCBN)
Respiratory Therapy (Accredited by AMA Council on Medical Education)

Edgecombe Technical College

Real Estate (Approved by NCRELB)
Nursing Education Options: Practical and Associate Degree (Accredited by NCBN)
Radiologic Technology (Accredited by the Joint Review Committee on Education in Radiologic Technology, Council on Medical Education, AMA)
Cosmetology (Accredited by NCSBCA)

Fayetteville Technical Institute

Real Estate (Approved by NCRELB)
Civil Engineering Technology (ABET accredited)
Environmental Engineering Technology (ABET accredited)
Electronics Engineering Technology (ABET accredited)
Associate Degree Nursing (Registered Nursing) (Accredited by NCBN & NLN)
Dental Assistant (Accredited by ADA Commission on Dental Accreditation)
Dental Hygiene (Accredited by ADA Commission on Dental Accreditation)
Physical Therapist Assistant (Accredited by APTA)
Practical Nursing (Accredited by NCBN)
Radiologic Technology (Accredited by the Joint Review Committee on Education in Radiologic Technology, AMA)
Respiratory Therapy (Accredited by the Committee on Allied Health Education and Accreditation, AMA)
Surgical Technology (Accredited by the Council on Medical Education, AMA)
Cosmetology (Contract) (Accredited by NCSBCA)
Funeral Service Education (Accredited by ABFSE)
Paralegal Technology (Accredited by Standing Committee on Legal Assistants of ABA)

Forsyth Technical Institute

Real Estate (Approved by NCRELB)
Electronics Engineering Technology (ABET accredited)
Associate Degree Nursing (Registered Nursing) (Accredited by NCBN)
Nuclear Medicine Technology (Accredited by AMA)
Practical Nursing (Accredited by NCBN)
Radiologic Technology (Accredited by AMA)
Respiratory Therapy (Accredited by ARA, Council on Medical Education, Committee on Allied Health Education, AMA)
Manufacturing Engineering Technology (ABET accredited)
Mechanical Drafting and Design Technology (ABET accredited)

Gaston College

Industrial Management Technology (ABET accredited)
Civil Engineering Technology (ABET accredited)
Electrical Engineering Technology (ABET accredited)
Electronics Engineering Technology (ABET accredited)
Associate Degree Nursing (Registered Nursing) (Accredited by NCBN)
Practical Nursing (Accredited by NCBN)
Industrial Engineering Technology (ABET accredited)
Mechanical Engineering Technology (ABET accredited)

Guilford Technical Institute

Civil Engineering Technology (ABET accredited)
Electronics Engineering Technology (ABET accredited)
Dental Assistant (Accredited by ADA Commission on Dental Accreditation)
Dental Hygiene (Accredited by ADA Commission on Dental Accreditation)
Emergency Medical Science (Accredited by NCOEMS)
Nursing Education Options: Practical and Associate Degree (Accredited by NCBN)
Mechanical Drafting and Design Technology (ABET accredited)
Cosmetology (Accredited by NCSBCA)
Aviation Management and Career Pilot Technology (Air Agency Certificate by FAA)

Halifax Community College

Medical Laboratory Assistant (Accredited by NAACLS, ASCP and Council on Medical Education, AMA)
Medical Laboratory Technology (Accredited by NAACLS, Council on Medical Education, AMA)
Nursing Education Options: Practical and Associate Degree (Accredited by NCBN)
Cosmetology (Contract) (Accredited by NCSBCA)

Haywood Technical College

Nursing Education Options: Practical and Associate Degree (Accredited by NCBN)
Practical Nursing (Accredited by NCBN)

Isothermal Community College

Practical Nursing (Accredited by NCBN)
Cosmetology (Accredited by NCSBCA)

James Sprunt Technical College

Associate Degree Nursing (Registered Nursing) (Accredited by NCBN)
Cosmetology (Accredited by NCSBCA)

Johnston Technical College

Nursing Education Options: Practical and Associate Degree (Accredited by NCBN)
Practical Nursing (Accredited by NCBN)
Radiologic Technology (Accredited by the Joint Review Committee on Education in Radiologic Technology, Council on Medical Education, AMA)
Cosmetology (Accredited by NCSBCA)

Lenoir Community College

Practical Nursing (Accredited by NCBN)
Surgical Technology (Accredited by the Joint Review Committee on Education for the AST, Council on Medical Education, AMA)
Cosmetology (Accredited by NCSBCA)

Martin Community College

Cosmetology (Accredited by NCSBCA)

Mayland Technical College

Practical Nursing (Accredited by NCBN)
Cosmetology (Accredited by NCSBCA)

McDowell Technical College

Practical Nursing (Accredited by NCBN)
Cosmetology (Accredited by NCSBCA)

Mitchell Community College

Practical Nursing (Accredited by NCBN)

Montgomery Technical Institute

Practical Nursing (Accredited by NCBN)

Nash Technical Institute

Real Estate (Approved by NCRELB)
Nursing Education Options: Practical and Associate Degree (Accredited by NCBN)
Criminal Justice - Protective Service Technology (Accredited by State of N. C. Criminal Justice Training and Standards Commission, Department of Justice)
Cosmetology (Accredited by NCSBCA)

Pamlico Technical College

None

Piedmont Technical College

Practical Nursing (Accredited by NCBN)
Cosmetology (Accredited by NCSBCA)

Pitt Community College

Nursing Education Options: Practical and Associate Degree (Accredited by NCBN)
Practical Nursing (Accredited by NCBN)
Radiologic Technology (Accredited by the Joint Review Committee on Education in Radiologic Technology, Council on Medical Education, AMA)
Cosmetology (Contract) (Accredited by NCSBCA)

Randolph Technical College

Practical Nursing (Accredited by NCBN)

Richmond Technical College

Associate Degree Nursing (Registered Nursing) (Accredited by NCBN)
Practical Nursing (Accredited by NCBN)

Roanoke-Chowan Technical College

Nursing Education Options: Practical and Associate Degree (Accredited by NCBN)
Cosmetology (Accredited by NCSBCA)

Robeson Technical College

Nursing Education Options: Practical and Associate Degree (Accredited by NCBN)
Cosmetology (Accredited by NCSBCA)

Rockingham Community College

Associate Degree Nursing (Registered Nursing) (Accredited by NCBN)
Cosmetology (Accredited by NCSBCA)

Rowan Technical College

Associate Degree Nursing (Registered Nursing) (Accredited by NCBN)
Dental Assistant (Accredited by ADA Commission on Dental Accreditation)
Practical Nursing (Accredited by NCBN)
Radiologic Technology (Accredited by the Joint Review Committee on Education in Radiologic Technology, Council on Medical Education, AMA)

Sampson Technical College

Associate Degree Nursing (Registered Nursing) (Accredited by NCBN)
Cosmetology (Accredited by NCSBCA)

Sandhills Community College

Horticulture Technology (Endorsed by the Professional Grounds Management Society)
Architectural Technology (ABET accredited)
Civil Engineering Technology (ABET accredited)
Surveying Technology (Approved by the N. C. State Board of Registration and Professional Engineers and Land Surveyors)
Associate Degree Nursing (Registered Nursing) (Accredited by NCBN & NLN)
Medical Laboratory Technology (Accredited by Committee on Allied Health Education, AMA)
Practical Nursing (Accredited by NCBN)
Radiologic Technology (Accredited by Committee on Allied Health Education, AMA)
Respiratory Therapy (Accredited by ARA, Council on Medical Education, Committee on Allied Health Education, AMA)
Cosmetology (Accredited by NCSBCA)

Southeastern Community College

Associate Degree Nursing (Registered Nursing) (Accredited by NCBN)
Practical Nursing (Accredited by NCBN)
Cosmetology (Accredited by NCSBCA)

Southwestern Technical College

Nursing Education Options: Practical and Associate Degree (Accredited by NCBN)
Practical Nursing (Accredited by NCBN)
Cosmetology (Accredited by NCSBCA)

Stanly Technical College

Practical Nursing (Accredited by NCBN)
Respiratory Therapy (Accredited by ARA, Council on Medical Education, Committee on Allied Health Education, AMA)

Surry Community College

Associate Degree Nursing (Registered Nursing) (Accredited by NCBN)

Technical College of Alamance

Real Estate (Technical Specialty) (Approved by NCRELB)
Electronics Engineering Technology (ABET accredited)
Dental Assistant (Accredited by ADA Commission on Dental Accreditation)
Nursing Education Options: Practical and Associate Degree (Accredited by NCBN)

Tri-County Community College

Nursing Education Options: Practical and Associate Degree (Accredited by NCBN)
Cosmetology (Accredited by NCSBCA)

Vance-Granville Community College

Practical Nursing (Accredited by NCBN)
Cosmetology (Accredited by NCSBCA)

Wake Technical College

Architectural Technology (ABET accredited)
Civil Engineering Technology (ABET accredited)
Computer Technology (ABET accredited)
Electronics Engineering Technology (ABET accredited)
Medical Laboratory Technology (Accredited by NAACLS, Council on Medical Education, AMA)
Nursing Education Options: Practical and Associate Degree (Accredited by NCBN)
Practical Nursing (Accredited by NCBN & NLN)
Radiologic Technology (Accredited by the Joint Review Committee on Education in Radiologic Technology, Council on Medical Education, AMA)
Industrial Engineering Technology (ABET accredited)

Wayne Community College

Forest Management Technology (SAF recognized Forest Technician Training Program)
Associate Degree Nursing (Registered Nursing) (Accredited by NCBN)
Dental Assistant (Accredited by ADA Commission on Dental Accreditation)
Dental Hygiene (Accredited by ADA Commission on Dental Accreditation)
Practical Nursing (Accredited by NCBN)
Airframe and Power Plant Mechanic (FAA approved)
Aviation Maintenance Technology (FAA approved)

Western Piedmont Community College

Associate Degree Nursing (Registered Nursing) (Accredited by NCBN & NLN)
Dental Assistant (Accredited by ADA Commission on Dental Accreditation)
Medical Laboratory Technology (Accredited by NAACLS, Council on Medical Education, AMA)
Medical Office Assistant (T-058) (Accredited by AAMA)

Wilkes Community College

Practical Nursing (Accredited by NCBN)
Cosmetology (Contract) (Accredited by NCSBCA)

Wilson County Technical Institute

Nursing Education Options: Practical and Associate Degree (Accredited by NCBN)
Cosmetology (Contract) (Accredited by NCSBCA)

State Board Test Pool Examination Results of First Time Writers from Associate Degree Nursing Programs, NCCC System July, 1981

School	Med Nsg		Psy Nsg		Obs Nsg		Surg Nsg		Nsg Chl		Taking	P	F	% Passing
	P	F	P	F	P	F	P	F	P	F				
Asheville-Buncombe T. I.	40	2	34	8	37	5	38	4	34	8	42	31	11	74%
Beaufort County T. I.	18	4	19	3	20	2	16	6	16	6	22	16	6	59%
Caldwell C. C.	12	0	11	1	11	1	10	2	12	0	12	9	3	75%
Carteret T. I. Craven C. C.	19	0	19	0	19	0	19	0	19	0	19	19	0	100%
Central Piedmont C. C.	29	1	29	1	29	1	28	2	30	0	30	27	3	90%
Coastal Carolina C. C.	16	0	16	0	16	0	16	0	16	0	16	16	0	100%
College of the Albemarle	20	3	22	1	21	2	23	0	21	2	23	19	4	83%
Davidson County C. C.	22	7	27	2	24	5	23	6	20	9	29	16	13	55%
Fayetteville T. I.	22	2	22	2	21	3	24	0	24	0	24	20	4	83%
Forsyth T. I.	62	5	60	7	60	7	59	8	62	5	67	52	15	78%
Gaston College	22	5	23	4	25	2	24	3	22	5	27	15	12	56%
Guilford T. I.	40	1	37	4	37	4	36	5	37	4	41	33	8	80%
James Sprunt T. I.	12	8	13	7	9	11	13	7	16	4	20	7	13	35%
Johnston T. C.	26	5	27	4	26	5	26	5	28	3	31	20	11	65%
NEWH Nursing Consortium	52	1	48	5	52	1	51	2	51	2	53	46	7	87%

School	Med Nsg		Psy Nsg		Obs Nsg		Surg Nsg		Nsg Chl		Taking	P	F	% Passing
	P	F	P	F	P	F	P	F	P	F				
Robeson T. I.	21	1	19	3	22	0	20	2	22	0	22	17	5	77%
Richmond T. I.	9	2	10	1	9	2	7	4	8	3	11	7	4	64%
Rockingham C. C.	20	3	22	1	19	4	18	5	21	2	23	13	10	57%
Rowan T. I.	24	0	20	4	21	3	24	0	23	1	24	18	6	75%
Sampson T. I.	16	1	14	3	15	2	15	2	17	0	17	13	4	76%
Sandhills C. C.	25	1	23	3	26	0	25	1	25	1	26	21	5	81%
Southeastern C. C.	15	0	15	0	15	0	15	0	15	0	15	15	0	100%
Surry C. C.	15	3	17	1	17	1	17	1	18	0	18	14	4	78%
T. C. of Alamance	22	8	26	4	29	1	22	8	25	5	30	18	12	60%
Wake T. I.	67	5	72	0	67	5	68	4	67	5	72	60	12	83%
Wayne C. C.	18	0	18	0	18	0	16	2	17	1	18	16	2	89%
Western Piedmont C. C.	36	0	36	0	36	0	35	1	35	1	36	35	1	97%
Total Number/Percent Taking/Failing/Passing By Types of Examinations	700	68	699	69	701	67	688	80	701	67	768	593	175	77%
	91%		91%		91%		90%		91%			77%		

Appendix 3

State Board Test Pool Examination
For
Practical Nursing Education Graduates
North Carolina Community College System
April, 1981
First Time Candidates

	Vocational Program	Range & Average Score of Candidates	Percentage Passed
1.	Catawba Valley Technical Institute Passed - 8 Failed - 0 Total - 8	Average - 571 High - 670 Low - 463	100%
2.	Central Piedmont Community College Passed - 3 Failed - 0 Total - 3	Average - 551 High - 657 Low - 445	100%
3.	Cleveland County Technical Institute Passed - 10 Failed - 0 Total - 10	Average - 535 High - 689 Low - 381	100%
4.	Durham Technical Institute Passed - 29 Failed - 0 Total - 29	Average - 514 High - 668 Low - 360	100%
5.	Forsyth Technical Institute Passed - 22 Failed - 3 Total - 25	Average - 475 High - 675 Low - 275	88%
6.	Gaston College Passed - 0 Failed - 1 Total - 1	Average - 335	0%
7.	Isothermal Community College Passed - 1 Failed - 0 Total - 1	Average - 413	100%

Vocational Program	Range & Average Score of Candidates	Percentage Passed
8. Lenoir Community College Passed - 2 Failed - 0 Total - 2	Average - 449 High - 495 Low - 403	100%
9. NEWH Consortium Passed - 2 Failed - 0 Total - 2	Average - 492 High - 534 Low - 492	100%
10. Pitt Technical Institute Passed - 1 Failed - 0 Total - 1	Average - 534	100%
11. Roanoke-Chowan Technical Institute Passed - 1 Failed - 1 Total - 1	Average - 541	100%
12. Robeson Technical Institute Passed - 1 Failed - 0 Total - 1	Average - 541	100%
13. Sandhills Community College Passed - 8 Failed - 7 Total - 15	Average - 351 High - 544 Low - 158	53%
14. Wake Technical Institute Passed - 1 Failed - 0 Total - 1	Average - 498	100%
15. Wayne Community College Passed - 16 Failed - 0 Total - 16	Average - 552 High - 707 Low - 396	100%

Total Number Taking - 116
Total Number/Percent Passing - 105/91%
Total Number/Percent Failing - 11/ 9%

NORTH CAROLINA REAL ESTATE LICENSING BOARD

REAL ESTATE LICENSING EXAMINATION

PERFORMANCE INFORMATION*

July 1980 - June 1981

SALESMAN EXAMINATION

	Examined	Passed	% Passed
Community Colleges	418	239	57%
Licensed/Approved Schools	1,224	783	64%

BROKER EXAMINATION

	Examined	Passed	% Passed
Community Colleges	2,946	1,185	40%
Licensed/Approved Schools	4,206	1,721	41%

*Individuals enrolled in real estate licensing course after September 1, 1979. Taking examination for first time.

NORTH CAROLINA REAL ESTATE LICENSING BOARD

General Information
Schools, Courses and Instructors
(as of June 1, 1981)

Licensed/Approved Schools

Community Colleges	52	
Colleges/Universities	13	
Junior Colleges	1	
Private Business Colleges	2	
Licensed Private Real Estate Schools	19	(32 separate locations)
Total	87	

Courses

Most schools are approved to offer both broker and salesman courses. Most private real estate schools are actually conducting salesman courses only; however, most other schools are actually conducting broker courses only. Fifteen (15) community colleges and colleges are conducting comprehensive pre-licensing programs totaling132-145 classroom hours. Most schools conducting salesman courses are exceeding the minimum 30-hour requirement by 6-30 hours. Salesman courses are not available at 23 approved schools (15 community colleges, 5 colleges, 2 private business colleges, and 1 private real estate school).

Instructors

There are currently 315 instructors who have been certified by the Board to teach real esta pre-licensing courses.

1979 - STUDENTS EXAMINED BY THE STATE BOARD OF COSMETIC ART

	Enrolled	Scheduled	Appeared	Passed	Failed	% Passed
High Schools	657	216	159	77	82	48%
Community Colleges	1071	392	342	273	69	79%
Private Schools	2320	835	726	521	205	71%

Cosmetology Programs

High School - 26

Community College - 26 + 6 contract programs

Private School - 53

Forty-four states and territories require 1500 hours for registered license.

Nine states and territories require less than 1500 hours for registered license.

FOLLOW-UP STUDY OF 1979-80 STUDENTS

N.C. Community College System

Some 53,045 curriculum students (graduates, early leavers, and dropouts) who left the institutions during the 1979-80 school year were surveyed during the summer of 1981. This study represented all curriculum students with the exception of general education and college transfer students. Of these 53,045 students, responses were received from 24,441. Included in the 53,045 students were 11,681 graduates from whom 6,956 responses were received. The overall response rate was 46.1% for all students and 59.5% for graduates--a very good return for a follow-up study. This study is the largest of its kind to be conducted in the United States. (Total cost for the project excluding permanent staff was $43,885.)

While the literature indicates that non-respondents tend to respond similarly to respondents, greatest differences usually exist in demographic characteristics of those who respond compared to those who do not. In this study slightly greater rates of response were obtained from females, whites, older students, graduates, and two-year technical students. While these differences are slight, still no attempts have been made to ascertain the views of the non-respondents.

Notable among the results was the high satisfaction of the students with the services offered in the system. Only 4% of the students rated occupational training below average. Additionally, more than half the students who attended and more than 70% of the graduates said the training they received at the institutions is related to their present occupation. Nearly 80% are meeting their objectives; however, of those who fail to meet objectives, less than 5% indicated dissatisfaction with the institution. Most of the students who failed to meet their objectives plan to continue to pursue them. The data appears to indicate a need for better placement services, additional financial aid, and more flexible scheduling for curriculum students.

Copies of each institution's results have been provided to the institution presidents. These results should help them plan and evaluate programs at their institution.

SUMMARY OF FINDINGS FOR 1979-80 FOLLOW-UP STUDY

ITEM A

About 40% of the dropouts, more than 30% of the early leavers, and 13% of the graduates intended only to take desired courses.

ITEM B

The primary objectives of all groups for attending were to train for an occupation and to improve job skills.

ITEM C

The majority of all three groups at least partially met their objective. Less than 5% of the graduates failed to meet their objectives.

ITEM D

The principal reasons for not meeting the objectives were: conflicting job hours, financial reasons, a change in educational goals, or the student obtained a job. None appear to be institutionally related.

ITEM E

Almost two-thirds are planning to continue to pursue their objective.

ITEM F

About 16% of all groups are continuing their education.

ITEM G

Of those attending, more than one-half are classified as either freshmen or sophomores and are attending part-time.

ITEM H

About two-thirds of these students are in the community college system with 18% in the public North Carolina university system.

ITEM I

Students rated the preparation to continue their education as "good."

ITEM J

Overall, more than 77% were employed with 82.8% of the graduates being employed.

ITEM K

More than four-fifths of the students were employed prior to enrollment. Almost one-half of these were in similar work.

ITEM L

The average salary of all students responding was $6.18 per hour; graduat $6.01; early leavers, $6.10; dropouts, $6.31.

ITEM M

Most worked about a forty-hour week.

ITEM N

The most prevalent job codes were secretary, registered nurse, wholesale and retail trades supervisor, production work supervisor, licensed practical nurse, teacher aide, bookkeeping and accounting clerk and auditing clerk, general office clerk, and machine operator and tender.

ITEM O

Almost 50% of the dropouts, almost 54% of early leavers, and 71% of the graduates reported their training was related to their work.

ITEM P

Early leavers and dropouts reported lack of qualification as a major reason for training not being related to their job, while graduates cited lack of jobs in their field as their major reason for unrelated jobs.

ITEM Q

All groups rated their occupational training as "good" or "very good."

ITEM R

Most of the students in the survey (94.1%) are employed in North Carolina

ITEM S

A total of 17.5% of the students agreed to have questionnaires sent to their employers. These questionnaires have been mailed to the employers.

ITEM T

The students indicated satisfaction with the total education experience provided by the community college system. Only 7.5% were disappointed with their experience.

ITEMS U AND V

Items U and V were rated from "average" to "good" in all categories. "Library services" was viewed most favorably, while "placement services" was ranked least favorable.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1979-80 STUDENT FOLLOW-UP SURVEY
DATA FOR NORTH CAROLINA

PROGRAM TITLE

SYSTEM TOTAL

	TOTAL		GRADUATES		EARLY LEAVERS		DROP OUTS	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL POPULATION	63,497	100.0	13,477	21.2	10,118	15.9	39,902	62.8
STUDENTS FOLLOWED UP	53,045	83.5	11,681	86.7	8,383	82.9	32,981	82.7
RESPONSES	24,441	46.1	6,956	59.5	3,729	44.5	13,756	41.7
A. PURPOSE FOR ATTENDING	24,034	98.3	6,903	99.2	3,656	98.0	13,475	98.0
1. SECURE DEGREE	16,694	69.5	5,971	86.5	2,530	69.2	8,193	60.8
2. TAKE DESIRED COURSES	7,340	30.5	932	13.5	1,126	30.8	5,282	39.2
B. PRIMARY OBJECTIVE	24,127	98.7	6,914	99.4	3,673	98.5	13,540	98.4
1. IMPROVE JOB SKILLS	5,795	24.0	1,194	17.3	1,012	27.6	3,589	26.5
2. TRAIN FOR OCCUPATION	13,471	55.8	4,854	70.2	1,933	52.6	6,684	49.4
3. CREDIT FOR TRANSFER	1,042	4.3	227	3.3	167	4.5	648	4.8
4. GENERAL INTEREST	2,745	11.4	376	5.4	371	10.1	1,998	14.8
5. RECEIVE $ BENEFITS	486	2.0	133	1.9	104	2.8	249	1.8
6. OTHER	588	2.4	130	1.9	86	2.3	372	2.7
C. EXTENT OBJECTIVE MET	23,828	97.5	6,865	98.7	3,627	97.3	13,336	96.9
1. FULLY COMPLETED	10,016	42.0	5,535	80.6	1,082	29.8	3,399	25.5
2. PARTIALLY COMPLETED	8,303	34.8	1,028	15.0	1,656	45.7	5,619	42.1
3. OBJECTIVE NOT MET	5,509	23.1	302	4.4	889	24.5	4,318	32.4
D. REASON OBJECTIVE UNMET	14,176		1,435		2,611		10,130	
1. OBTAINED JOB	1,905	13.4	210	14.6	414	15.9	1,261	12.6
2. ENTERED MILITARY	150	1.1	5	.3	35	1.3	110	1.1
3. MOVED	620	4.4	26	1.8	119	4.6	475	4.7
4. CHANGED EDUC. GOALS	1,276	9.0	216	15.1	213	8.2	847	8.4
5. FINANCIAL	2,142	15.1	159	11.1	415	15.9	1,568	15.5
6. TRANSFERRED INSTITUTIONS	521	3.7	98	6.8	110	4.2	313	3.1
7. CONFLICTING JOB HOURS	2,969	20.9	172	12.0	546	20.9	2,251	22.2
8. DISSATISFIED WITH INST.	618	4.4	60	4.2	93	3.6	465	4.6
9. TRANSPORTATION	451	3.2	25	1.7	69	2.6	357	3.5
10. OTHER	3,524	24.9	464	32.3	597	22.9	2,463	24.3
E. STILL PURSUING OBJECTIVE	15,919		2,384		2,812		10,723	
1. YES, SAME INSTITUTION	7,285	45.8	663	27.8	1,370	48.7	5,252	49.0
2. YES, ANOTHER INSTITUTION	2,780	17.5	637	26.7	462	16.4	1,681	15.7
3. NO	5,854	36.8	1,084	45.5	980	34.9	3,790	35.3
F. CURRENT EDUC. STATUS	23,433	95.9	6,728	96.7	3,568	95.7	13,137	95.5
1. CURRENTLY ENROLLED	3,640	15.5	1,046	15.5	598	16.8	1,996	15.2
2. NOT CURRENTLY ENROLLED	19,793	84.5	5,682	84.5	2,970	83.2	11,141	84.8

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1979-80 STUDENT FOLLOW-UP SURVEY
DATA FOR NORTH CAROLINA

PROGRAM TITLE

SYSTEM TOTAL

	TOTAL		GRADUATES		EARLY LEAVERS		DROP OUTS	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
G. EDUCATIONAL CLASSIFICATION	4,775		1,210		822		2,743	
1. FRESHMAN	1,526	32.0	226	18.7	274	33.3	1,026	37.4
2. SOPHOMORE	1,276	26.7	254	21.0	266	32.4	756	27.6
3. JUNIOR	635	13.3	270	22.3	98	11.9	267	9.7
4. SENIOR	515	10.8	235	19.4	76	9.2	204	7.4
5. GRADUATE STUDENT	823	17.2	225	18.6	108	13.1	490	17.9
EDUCATIONAL ATTENDANCE	4,512		1,081		771		2,660	
1. PART-TIME	2,469	54.7	491	45.4	401	52.0	1,577	59.3
2. FULL-TIME	2,043	45.3	590	54.6	370	48.0	1,083	40.7
H. TYPE INSTITUTION	4,340		1,157		732		2,451	
1. CC, TC, TI IN N.C.	2,779	64.0	601	51.9	503	68.7	1,675	68.3
2. PUBLIC N.C. UNIVERSITY	791	18.2	310	26.8	109	14.9	372	15.2
3. PRIVATE N.C. COLL/UNIV	346	8.0	134	11.6	41	5.6	171	7.0
4. PRIVATE N.C. TRADE/BUS. SCH	85	2.0	15	1.3	20	2.7	50	2.0
5. NON-N.C. INSTITUTION	339	7.8	97	8.4	59	8.1	183	7.5
I. COURSE TRANSFER EVALUATION	6,895		1,719		1,156		4,020	
1. VERY GOOD (WEIGHT = 5)	2,475	35.9	728	42.4	417	36.1	1,330	33.1
2. GOOD (WEIGHT = 4)	2,566	37.2	615	35.8	444	38.4	1,507	37.5
3. AVERAGE (WEIGHT = 3)	1,460	21.2	298	17.3	232	20.1	930	23.1
4. POOR (WEIGHT = 2)	254	3.7	53	3.1	42	3.6	159	4.0
5. VERY POOR (WEIGHT = 1)	140	2.0	25	1.5	21	1.8	94	2.3
WEIGHTED AVERAGE	4.0		4.1		4.0		4.0	
J. EMPLOYMENT STATUS	24,039	98.4	6,892	99.1	3,659	98.1	13,488	98.1
1. EMPLOYED	18,553	77.2	5,704	82.8	2,825	77.2	10,024	74.3
2. FULL-TIME MILITARY	424	1.8	41	.6	63	1.7	320	2.4
3. UNEMPLOYED	2,399	10.0	566	8.2	388	10.6	1,445	10.7
4. NOT SEEKING EMPLOYMENT	2,663	11.1	581	8.4	383	10.5	1,699	12.6
K. EMPLOYMENT PRIOR TO ENROLLMENT	19,075		5,794		2,910		10,371	
1. NOT EMPLOYED	3,484	18.3	1,425	24.6	477	16.4	1,582	15.3
2. EMP IN SAME/SIMILAR WORK	9,021	47.3	1,911	33.0	1,477	50.8	5,633	54.3
3. EMP IN DIFFERENT WORK	6,570	34.4	2,458	42.4	956	32.9	3,156	30.4

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                                   NORTH CAROLINA COMMUNITY COLLEGE SYSTEM                               PAGE  1553
                                     1979-80 STUDENT FOLLOW-UP SURVEY                                      CC650
                             /         DATA FOR NORTH CAROLINA

PROGRAM TITLE

SYSTEM TOTAL                                 TOTAL                 GRADUATES            EARLY LEAVERS              DROP OUTS
                                       NUMBER   PERCENT       NUMBER   PERCENT      NUMBER   PERCENT        NUMBER   PERCENT
                                       ------   -------       ------   -------      ------   -------        ------   -------

L. AVERAGE SALARY PER HOUR        $6.18                  $6.01                  $6.10                  $6.31
   BASED ON N RESPONSES OF             13,956                  4,450                 2,133                    7,373
   FULL-TIME (35 OR MORE HOURS
   PER WEEK) EMPLOYEES

L. AVERAGE SALARY PER HOUR        $5.49                  $5.51                  $4.93                  $5.61
   BASED ON N RESPUNSES OF              1,592                    484                   205                      903
   PART-TIME (34 OR LESS HOURS
   PER WEEK) EMPLOYEES


M. AVERAGE LENGTH OF WORK WEEK     40.9                   40.8                   40.9                   41.0
   BASED ON N RESPONSES OF             13,956                  4,450                 2,133                    7,373
   FULL-TIME EMPLOYEES

M. AVERAGE LENGTH OF WORK WEEK     23.8                   24.0                   23.8                   23.6
   BASED ON N RESPONSES OF              1,592                    484                   205                      903
   PART-TIME EMPLOYEES


N. MOST PREVALENT SOC CODES
    (20 PERCENT OR MORE)

     CODE      COUNT      PERCENT                    TITLE
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NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
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DATA FOR NORTH CAROLINA

PROGRAM TITLE

SYSTEM TOTAL

	TOTAL NUMBER	TOTAL PERCENT	GRADUATES NUMBER	GRADUATES PERCENT	EARLY LEAVERS NUMBER	EARLY LEAVERS PERCENT	DROP OUTS NUMBER	DROP OUTS PERCENT
O. JOB RELATED TO TRAINING	18,268		5,634		2,777		9,857	
1. YES	10,315	56.5	3,979	70.6	1,494	53.8	4,842	49.1
2. NO	7,953	43.5	1,655	29.4	1,283	46.2	5,015	50.9
P. REASON FOR UNRELATED JOB	8,291		1,727		1,324		5,240	
1. COULD NOT FIND JOB IN FIELD	1,479	17.8	527	30.5	228	17.2	724	13.8
2. FOUND BETTER PAYING JOB	1,209	14.6	307	17.8	187	14.1	715	13.6
3. PREFERRED WORK IN ANOTHER FIELD	1,507	18.2	267	15.5	240	18.1	1,000	19.1
4. NOT SUFFICIENTLY QUALIFIED	2,410	29.1	235	13.6	412	31.1	1,763	33.6
5. OTHER	1,686	20.3	391	22.6	257	19.4	1,038	19.8
Q. OCCUPATIONAL TRAINING EVALUATION	11,240		4,213		1,656		5,371	
1. VERY GOOD (WEIGHT = 5)	4,869	43.3	2,182	51.8	676	40.8	2,011	37.4
2. GOOD (WEIGHT = 4)	3,965	35.3	1,409	33.4	608	36.7	1,948	36.3
3. AVERAGE (WEIGHT = 3)	1,963	17.5	528	12.5	313	18.9	1,122	20.9
4. POOR (WEIGHT = 2)	289	2.6	65	1.5	40	2.4	184	3.4
5. VERY POOR (WEIGHT = 1)	154	1.4	29	.7	19	1.1	106	2.0
WEIGHTED AVERAGE	4.2		4.3		4.1		4.0	
R. EMPLOYED IN OR OUT OF N.C.	10,313		3,919		1,522		4,872	
1. WORK IN N.C.	9,706	94.1	3,667	93.6	1,400	92.0	4,639	95.2
2. WORK OUT OF N.C.	607	5.9	252	6.4	122	8.0	233	4.8
S. SUPERVISOR LISTED	24,441	100.0	6,956	100.0	3,729	100.0	13,756	100.0
1. YES	6,108	25.0	2,458	35.3	945	25.3	2,705	19.7
2. NO	18,333	75.0	4,498	64.7	2,784	74.7	11,051	80.3
T. TOTAL EDUCATIONAL EVALUATION	23,618	96.6	6,826	98.1	3,604	96.6	13,188	95.9
1. VERY SATISFIED (WEIGHT = 5)	7,854	33.3	2,720	39.8	1,142	31.7	3,992	30.3
2. SATISFIED (WEIGHT = 4)	11,030	46.7	3,234	47.4	1,725	47.9	6,071	46.0
3. NEUTRAL (WEIGHT = 3)	2,972	12.6	539	7.9	480	13.3	1,953	14.8
4. DISAPPOINTED (WEIGHT = 2)	1,364	5.8	258	3.8	206	5.7	900	6.8
5. VERY DISAPPOINTED (WEIGHT = 1)	398	1.7	75	1.1	51	1.4	272	2.1
WEIGHTED AVERAGE	4.0		4.2		4.0		4.0	
U. COURSE EVALUATION VS NEEDS								
A. QUALITY OF INSTRUCTION	23,199	94.9	6,776	97.4	3,550	95.2	12,873	93.6
1. VERY GOOD (WEIGHT = 5)	8,899	38.4	2,900	42.8	1,302	36.7	4,697	36.5
2. GOOD (WEIGHT = 4)	9,566	41.2	2,789	41.2	1,520	42.8	5,257	40.8
3. AVERAGE (WEIGHT = 3)	3,798	16.4	931	13.7	587	16.5	2,280	17.7
4. POOR (WEIGHT = 2)	709	3.1	121	1.8	108	3.0	480	3.7
5. VERY POOR (WEIGHT = 1)	227	1.0	35	.5	33	.9	159	1.2
WEIGHTED AVERAGE	4.1		4.2		4.1		4.1	

PROGRAM TITLE

SYSTEM TOTAL

		TOTAL		GRADUATES		EARLY LEAVERS		DROP OUTS	
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
U. COURSE EVALUATION VS NEEDS									
B. TESTING		22,715	92.9	6,719	96.6	3,471	93.1	12,525	91.1
1. VERY GOOD	(WEIGHT = 5)	5,804	25.6	1,892	28.2	863	24.9	3,049	24.3
2. GOOD	(WEIGHT = 4)	10,526	46.3	3,136	46.7	1,630	47.0	5,760	46.0
3. AVERAGE	(WEIGHT = 3)	5,535	24.4	1,513	22.5	859	24.7	3,163	25.3
4. POOR	(WEIGHT = 2)	699	3.1	153	2.3	99	2.9	447	3.6
5. VERY POOR	(WEIGHT = 1)	151	.7	25	.4	20	.6	106	.8
WEIGHTED AVERAGE		3.9		4.0		3.9		3.9	
U. COURSE EVALUATION VS NEEDS									
C. GRADING		22,663	92.7	6,705	96.4	3,468	93.0	12,490	90.8
1. VERY GOOD	(WEIGHT = 5)	5,934	26.2	1,909	28.5	877	25.3	3,148	25.2
2. GOOD	(WEIGHT = 4)	10,484	46.3	3,103	46.3	1,607	46.3	5,774	46.2
3. AVERAGE	(WEIGHT = 3)	5,484	24.2	1,529	22.8	876	25.3	3,079	24.7
4. POOR	(WEIGHT = 2)	595	2.6	128	1.9	89	2.6	378	3.0
5. VERY POOR	(WEIGHT = 1)	166	.7	36	.5	19	.5	111	.9
WEIGHTED AVERAGE		3.9		4.0		3.9		3.9	
U. COURSE EVALUATION VS NEEDS									
D. INSTRUCTOR INTEREST		23,090	94.5	6,766	97.3	3,532	94.7	12,792	93.0
1. VERY GOOD	(WEIGHT = 5)	10,186	44.1	3,325	49.1	1,520	43.0	5,341	41.8
2. GOOD	(WEIGHT = 4)	7,583	32.8	2,159	31.9	1,220	34.5	4,204	32.9
3. AVERAGE	(WEIGHT = 3)	4,054	17.6	1,057	15.6	609	17.2	2,388	18.7
4. POOR	(WEIGHT = 2)	903	3.9	172	2.5	130	3.7	601	4.7
5. VERY POOR	(WEIGHT = 1)	364	1.6	53	.8	53	1.5	258	2.0
WEIGHTED AVERAGE		4.1		4.3		4.1		4.1	
U. COURSE EVALUATION VS NEEDS									
E. COURSE CONTENT		22,875	93.6	6,716	96.5	3,500	93.9	12,659	92.0
1. VERY GOOD	(WEIGHT = 5)	7,387	32.3	2,336	34.8	1,102	31.5	3,949	31.2
2. GOOD	(WEIGHT = 4)	10,035	43.9	2,971	44.2	1,538	43.9	5,526	43.7
3. AVERAGE	(WEIGHT = 3)	4,584	20.0	1,215	18.1	749	21.4	2,620	20.7
4. POOR	(WEIGHT = 2)	691	3.0	163	2.4	84	2.4	444	3.5
5. VERY POOR	(WEIGHT = 1)	178	.8	31	.5	27	.8	120	.9
WEIGHTED AVERAGE		4.0		4.1		4.0		4.0	
U. COURSE EVALUATION VS NEEDS									
F. INSTRUCTIONAL MEDIA		22,612	92.5	6,683	96.1	3,472	93.1	12,457	90.6
1. VERY GOOD	(WEIGHT = 5)	6,210	27.5	1,955	29.3	940	27.1	3,315	26.6
2. GOOD	(WEIGHT = 4)	9,373	41.5	2,777	41.6	1,456	41.9	5,140	41.3
3. AVERAGE	(WEIGHT = 3)	5,866	25.9	1,666	24.9	919	26.5	3,281	26.3
4. POOR	(WEIGHT = 2)	921	4.1	233	3.5	132	3.8	556	4.5
5. VERY POOR	(WEIGHT = 1)	242	1.1	52	.8	25	.7	165	1.3
WEIGHTED AVERAGE		3.9		4.0		3.9		3.9	

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1979-80 STUDENT FOLLOW-UP SURVEY
DATA FOR NORTH CAROLINA

PROGRAM TITLE

SYSTEM TOTAL

		TOTAL NUMBER	TOTAL PERCENT	GRADUATES NUMBER	GRADUATES PERCENT	EARLY LEAVERS NUMBER	EARLY LEAVERS PERCENT	DROP OUTS NUMBER	DROP OUTS PERCENT
V. INSTITUTIONAL SERVICES EVALUATION									
A. FINANCIAL AID		6,230	25.5	2,141	30.8	1,019	27.3	3,070	22.3
1. VERY GOOD	(WEIGHT = 5)	2,818	45.2	1,088	50.8	426	41.8	1,304	42.5
2. GOOD	(WEIGHT = 4)	1,866	30.0	642	30.0	336	33.0	888	28.9
3. AVERAGE	(WEIGHT = 3)	939	15.1	268	12.5	159	15.6	512	16.7
4. POOR	(WEIGHT = 2)	364	5.8	84	3.9	64	6.3	216	7.0
5. VERY POOR	(WEIGHT = 1)	243	3.9	59	2.8	34	3.3	150	4.9
WEIGHTED AVERAGE		4.1		4.2		4.0		4.0	
V. INSTITUTIONAL SERVICES EVALUATION									
B. COUNSELING		7,643	31.3	2,384	34.3	1,261	33.8	3,998	29.1
1. VERY GOOD	(WEIGHT = 5)	2,383	31.2	751	31.5	395	31.3	1,237	30.9
2. GOOD	(WEIGHT = 4)	2,775	36.3	890	37.3	478	37.9	1,407	35.2
3. AVERAGE	(WEIGHT = 3)	1,667	21.8	518	21.7	276	21.9	873	21.8
4. POOR	(WEIGHT = 2)	591	7.7	166	7.0	74	5.9	351	8.8
5. VERY POOR	(WEIGHT = 1)	227	3.0	59	2.5	38	3.0	130	3.3
WEIGHTED AVERAGE		3.8		3.9		3.9		3.8	
V. INSTITUTIONAL SERVICES EVALUATION									
C. JOB PLACEMENT SERVICES		4,594	18.8	1,949	28.0	689	18.5	1,956	14.2
1. VERY GOOD	(WEIGHT = 5)	798	17.4	418	21.4	98	14.2	282	14.4
2. GOOD	(WEIGHT = 4)	903	19.7	361	18.5	147	21.3	395	20.2
3. AVERAGE	(WEIGHT = 3)	1,243	27.1	451	23.1	192	27.9	600	30.7
4. POOR	(WEIGHT = 2)	963	21.0	404	20.7	161	23.4	398	20.3
5. VERY POOR	(WEIGHT = 1)	687	15.0	315	16.2	91	13.2	281	14.4
WEIGHTED AVERAGE		3.0		3.1		3.0		3.0	
V. INSTITUTIONAL SERVICES EVALUATION									
D. COURSE ADVISEMENT		7,555	30.9	2,462	35.4	1,256	33.7	3,837	27.9
1. VERY GOOD	(WEIGHT = 5)	2,160	28.6	746	30.3	345	27.5	1,069	27.9
2. GOOD	(WEIGHT = 4)	2,852	37.7	967	39.3	487	38.8	1,398	36.4
3. AVERAGE	(WEIGHT = 3)	1,795	23.8	551	22.4	303	24.1	941	24.5
4. POOR	(WEIGHT = 2)	532	7.0	148	6.0	84	6.7	300	7.8
5. VERY POOR	(WEIGHT = 1)	216	2.9	50	2.0	37	2.9	129	3.4
WEIGHTED AVERAGE		3.8		3.9		3.8		3.8	
V. INSTITUTIONAL SERVICES EVALUATION									
E. TUTORING SERVICES		3,328	13.6	1,024	14.7	589	15.8	1,715	12.5
1. VERY GOOD	(WEIGHT = 5)	798	24.0	267	26.1	142	24.1	389	22.7
2. GOOD	(WEIGHT = 4)	1,060	31.9	322	31.4	176	29.9	562	32.8
3. AVERAGE	(WEIGHT = 3)	943	28.3	307	30.0	171	29.0	465	27.1
4. POOR	(WEIGHT = 2)	341	10.2	86	8.4	72	12.2	183	10.7
5. VERY POOR	(WEIGHT = 1)	186	5.6	42	4.1	28	4.8	116	6.8
WEIGHTED AVERAGE		3.6		3.7		3.6		3.	

PROGRAM TITLE

SYSTEM TOTAL

	TOTAL		GRADUATES		EARLY LEAVERS		DROP OUTS	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
V. INSTITUTIONAL SERVICES EVALUATION								
F. VETERANS SERVICES	5,003	20.5	1,656	23.8	937	25.1	2,410	17.5
1. VERY GOOD (WEIGHT = 5)	2,196	43.9	803	48.5	402	42.9	991	41.1
2. GOOD (WEIGHT = 4)	1,455	29.1	457	27.6	299	31.9	699	29.0
3. AVERAGE (WEIGHT = 3)	883	17.6	277	16.7	153	16.3	453	18.8
4. POOR (WEIGHT = 2)	252	5.0	62	3.7	48	5.1	142	5.9
5. VERY POOR (WEIGHT = 1)	217	4.3	57	3.4	35	3.7	125	5.2
WEIGHTED AVERAGE	4.0		4.1		4.1		3.9	
V. INSTITUTIONAL SERVICES EVALUATION								
G. LEARNING LABORATORY	7,894	32.3	2,671	38.4	1,271	34.1	3,952	28.7
1. VERY GOOD (WEIGHT = 5)	3,231	40.9	1,108	41.5	514	40.4	1,609	40.7
2. GOOD (WEIGHT = 4)	3,056	38.7	1,052	39.4	503	39.6	1,501	38.0
3. AVERAGE (WEIGHT = 3)	1,263	16.0	411	15.4	205	16.1	647	16.4
4. POOR (WEIGHT = 2)	260	3.3	75	2.8	39	3.1	146	3.7
5. VERY POOR (WEIGHT = 1)	84	1.1	25	.9	10	.8	49	1.2
WEIGHTED AVERAGE	4.2		4.2		4.2		4.1	
V. INSTITUTIONAL SERVICES EVALUATION								
H. STUDENT ACTIVITIES	6,716	27.5	2,607	37.5	1,061	28.5	3,048	22.2
1. VERY GOOD (WEIGHT = 5)	1,623	24.2	592	22.7	264	24.9	767	25.2
2. GOOD (WEIGHT = 4)	2,229	33.2	877	33.6	345	32.5	1,007	33.0
3. AVERAGE (WEIGHT = 3)	1,839	27.4	740	28.4	294	27.7	805	26.4
4. POOR (WEIGHT = 2)	688	10.2	276	10.6	101	9.5	311	10.2
5. VERY POOR (WEIGHT = 1)	337	5.0	122	4.7	57	5.4	158	5.2
WEIGHTED AVERAGE	3.6		3.6		3.6		3.6	
V. INSTITUTIONAL SERVICES EVALUATION								
I. LIBRARY SERVICES	12,589	51.5	4,537	65.2	1,985	53.2	6,067	44.1
1. VERY GOOD (WEIGHT = 5)	5,977	47.5	2,122	46.8	948	47.8	2,907	47.9
2. GOOD (WEIGHT = 4)	4,778	38.0	1,725	38.0	754	38.0	2,299	37.9
3. AVERAGE (WEIGHT = 3)	1,574	12.5	603	13.3	243	12.2	728	12.0
4. POOR (WEIGHT = 2)	186	1.5	67	1.5	27	1.4	92	1.5
5. VERY POOR (WEIGHT = 1)	74	.6	20	.4	13	.7	41	.7
WEIGHTED AVERAGE	4.3		4.3		4.3		4.3	

Chapter Five

CONSIDERATION OF RECOMMENDATIONS FROM THE STATE ADVISORY COUNCIL

The recommendations are addressed by the respective state boards in the order listed by the State Advisory Council. The State Advisory Council recommends that the State Board of Education and the State Board of Community Colleges:

STATE BOARD OF EDUCATION: SECONDARY

RECOMMENDATION 1. Determine the equipment needs for public schools.

The State Board of Education is cognizant of the impact appropriate vocational equipment makes on the comprehensive education and training system throughout the state.

Currently, the statewide evaluation of vocational education (program review) is collecting data on equipment needs through six of the eighteen standards therein. Additional information is received annually from local education planning activities. The area of equipment is addressed locally in the Annual Application for State/Federal Funding through advisory council activities, planning council activities, evaluation of planning council activities, abstract and budget for special funded programs and estimated local equipment expenditures. The local continuing plan for vocational education speaks to equipment in the statement of assurances.

The state consultant services/technical assistance to local education agencies provides on-site review of equipment needs and recommends appropriate procedures for acquiring, maintaining, and upgrading equipment.

In light of all of the above, however, a comprehensive need analysis for the state does not exist of vocational education equipment. During the 1982-83 school year, the State Board will conduct a survey of such needs, to include recommendations for assisting local education agencies in the acquisition of needed equipment.

RECOMMENDATION 3. Determine the training needs for local advisory groups and provide that training as a regular activity.

The Board is cognizant of the need to improve local advisory council functions in some LEAs. A study conducted by the North Carolina Advisory Council on Education and a subsequent study jointly sponsored by the Council and the Division of Vocational Education one year later provided background on how to improve the effectiveness of local councils. These studies contributed to the current effort of the Division of Vocational Education to establish staff development activities for local advisory councils.

A committee is currently working on a delivery system that would provide the greatest assistance to local advisory councils on a regional basis within the financial and personnel constraints of the division. The regional meetings will involve members from each LEA advisory council and ascertain immediate and long-range needs of said council germane to their purpose.

Based on the outcome of these meetings, a determination will be made relative to the frequency and nature of training activity needs of local advisory councils.

RECOMMENDATION 4. Determine the value of the Council's recommendations over the last five years, 1976-80.

The Board wishes to commend the Council for its excellence in perception of the past, current, and future educational needs of the citizens of our state. The value of the Council's recommendations is in contributions to the Board's planning, implementing, evaluating, expanding, and improving the educational process as it relates to employment and training.

Development of Overall Statewide Policy - 1976

The State Board was instrumental in 1977 in having new secondary vocational education legislation passed. An overall statewide policy on vocational education encompassing the general provisions, organization, administration and planning, goals, curriculum, personnel, funding, vocational student organizations, and coordinating and supporting relationships has been developed.

Development of a Master Plan for Vocational Education - 1977

A Master Plan for Secondary Vocational Education has been developed and implemented. The Master Plan is the leadership document encompassing the commitment, basic assumption, purpose, administration and planning, goals, curriculum, personnel, funding, program quality control, and coordinating and supporting relationships for secondary vocational education.

Pre-Service and In-Service Training of Professional Personnel - 1978

One of the Council's functions, that being responsible for stimulating and encouraging meetings among secondary vocational education; postsecondary vocational education; the University of North Carolina; and the Council, has culminated in the development of a quality assurance program for professional personnel. The Board of Governors of the University of North Carolina also adopted this program, making it a concurring resolution. The State Board of Education included vocational education in the resolution by request of the chairman of the Council. There are seven components in the resolution and one speaks specifically to vocational education. It states, "A structure established whereby there will be a means of clarifying with institutions of higher education and with the public schools the competencies required for inclusion in professional and academic programs (including vocational education) in order to produce competent and effective teachers."

The Council's concern for special attention for vocational personnel in the quality assurance program, along with other interested parties, has encouraged the Board to appoint an ad hoc committee of educators to give advice to the State Department of Public Instruction on the quality assurance program.

The Division of Vocational Education has developed both an in-service and pre-service process for the training of personnel.

Resource Allocation - 1978

The Board is appreciative for the Council's recommendation to reform the funding process for vocational education. The Board feels it is progressing toward the goal set forth in the new law and its declared intent. This goal has been reaffirmed in the State Board of Education Master Plan for Vocational Education.

In March, 1979, the Board adopted a conceptual direction for full funding (one to 95 ratio of teachers to students, $45/ADM, 100% funding of all MOE) which reads as follows:

> "While full funding continues to be an ideal goal, a push for implementation of such at this time may not be practical because of the uncertainty of the impact on local education agencies. Most LEAs will need lead time to plan and design activities, and, in some cases, build or renovate facilities to accommodate the new and expanded programs which would be mandated by full funding. Likewise, the uncertainty of how LEAs would use local funds previously required for matching purposes is another matter which needs to be studied.
>
> A more logical approach might be for the State Board to project a time frame for the completion of full funding and to secure some type of concurrence with the General Assembly. State staff, using this as a guide, can then work with local education agencies for the efficient utilization of all resources available to them. As a general rule, local education agencies are unable to handle tremendous sums of categorical resources without appropriate planning time. The sufficiency of the $45 per ADM for instructional supplies and materials needs to be analyzed in relationship to inflationary spirals."

This concept was presented to the General Assembly in its most recent budget request. However, it was not recommended by the Advisory Budget Commission.

Curriculum Development - 1978

The concern for current curriculum is a shared concern of all responsible leadership in education at all levels. A review of curriculum development activities for vocational skill development courses at the secondary level which emanate from a competency-based model with student outcomes validated by recent job analyses has been in process for the past seven years. Curriculum development initiated by the Division of Vocational Education is articulated with postsecondary education by cooperative planning with postsecondary program development consultants, instructors, and technical experts. Some secondary vocational curriculum development has emerged from statewide program development staff of the Department of Community Colleges.

A research project entitled, "Articulation of Vocational Education Programs between Secondary Schools and Community Colleges/Technical Institutes," conducted jointly by Duplin County Schools and James Sprunt Institute has demonstrated how simultaneous curriculum development can be done in local communities. Collaborative efforts along the lines of the research model are even now being considered by state-level staffs.

A final report on the project was disseminated to all secondary superintendents and the presidents of 58 postsecondary institutions. A policy and procedure manual for articulation which resulted from the project was disseminated and interpreted to local secondary and postsecondary personnel. Plans have been made for the simultaneous development of curriculum materials which will ultimately serve both levels of institutions. Thus, secondary and postsecondary curriculum specialists will be jointly involved in separate but overlapping curriculum guides into a single core competency continuum. It is anticipated that all other pertinent instructional areas will be handled in this manner in succeeding curriculum efforts.

The two departments have appointed a statewide committee for the "Joint Department Dissemination of the Curriculum Articulation Model in Occupational Education." This committee, with state and local representation from both levels of vocational instruction is already at work designing means to facilitate local articulation of programs which will allow "students to move with continuity through levels of the educational process." Members of this committee and other educational and legislative groups are also trying to resolve some of the interrelated articulation issues, such as shared faculties and shared facilities, upon which successful curriculum articulation will depend.

A special committee was established to examine the feasibility of dual enrollment of secondary students in postsecondary programs and vice-versa. The recommendations of this committee were approved and implemented by the State Board of Education.

Another activity underway which will contribute to articulated curriculum implementation in vocational education is the cooperative planning and sponsoring of simultaneous workshops and staff development for secondary vocational teachers and postsecondary instructors on the implementation of competency-based vocational programs. Through these means, instructional personnel are being prepared to capitalize fully on the articulated curriculum materials being developed for local use.

It is expected that the committee's work and other activities will provide a viable strategy for joint state-level curriculum development and implementation and that a model for locally articulated programs will be diffused.

The Division of Vocational Education has presented to the State Board a proposal for an extensive curriculum study to be conducted during the next twenty-four months.

Evaluation and Information on Efficiency and Effectiveness of Programs - 1979

The State Board advocates and will always be supportive of a comprehensive and systematic process of evaluation. Evaluation is the key to rational decision making and conducive to program improvement.

The Division of Vocational Education has planned and developed an evaluation system which was subjected to an intensive field test in nine local education agencies in 1979. Activities occurring simultaneously with the field test included a third-party assessment of the evaluation system by a statewide consortium of teacher educators, an opinion survey of the 482 teachers involved in the field test, a formal reaction session involving the nine local directors of vocational education who participated in the field test, and a third-party assessment of the impact of the evaluation system on the operations of the Division of Vocational Education. Based on the results of the field test, modifications were made in the evaluation system and staff training, preparation of materials, and selection of a 20% sample of local education agencies were completed in preparation for full-scale implementation of the evaluation system. In the fall of 1979, evaluations were completed in 29 local education agencies. Each year thereafter, an additional 20% of the state's 143 local education agencies will be evaluated. At the end of a five-year period, all vocational education programs will have undergone evaluation.

The process is designed to intensively evaluate and provide directions for improvement in local vocational education programs, concentrating specifically on administration, in terms of both planning and supportive services and the delivery of vocational education instruction in the classrooms, shops, and laboratories of the state. The four instruments used in the evaluation process are (1) a "planning" instrument which is responded to by the local director of vocational education, (2) a "supportive services" instrument which is responded to by the local director and guidance counselors, (3) an "instructional program" instrument which is responded to by teachers, and (4) an instrument responded to by teachers of special/supportive programs for disadvantaged or handicapped students.

The evaluation process employs a four-step procedure consisting of (1) an orientation session for all local agency personnel, (2) a locally conducted self-study by administrators and teachers, (3) an on-site review conducted by state staff consultants assisted by local advisory committee members, teacher educators, or other knowledgeable individuals, and (4) an exit conference involving teachers, administrators, and state staff consultants. The results and recommendations of the evaluation are subsequently returned, in the form of a written report, to the local education agency to guide its program improvement efforts and, more specifically, for incorporation into the local planning process.

As time and resources permit, the Division of Vocational Education is committed to the expansion and improvement of the statewide evaluation system. A more improved management information system for vocational education has been developed to include a more comprehensive data base on vocational teachers and students, to refine the procedures for follow-up of vocational education program completers and leavers, and eventually, to incorporate a student competency assessment element into the statewide evaluation system.

Dropouts - 1979

The Board is cognizant of the magnitude of the school dropout problem in our society and embraces the commitment to finding appropriate solutions to this multi-faceted and complex problem.

The Department of Public Instruction publication, The Dropout Problem in the Public Schools of North Carolina, addresses this concern and identifies six major factors as the primary causes of students dropping out of the public schools. These factors will impact on the development of strategies germane to the problem.

The Board has broadened its policy relative to Extended School Day programs to include this concept as a part of the total school day. This change emphasizes the fact that alternative approaches to combating the public school problem, such as extending the length of the school day, can and should be funded through regular funds.

The Board is committed to expanding vocational education opportunities, thereby serving a larger proportion of secondary school students including but not limited to:

a. Expanding secondary vocational education offerings,

b. Expanding secondary vocational education efforts to meet the needs of special target groups, and

c. Expanding apprenticeship efforts.

The State Board will continue to seek funds from the General Assembly to implement its commitment to reduce school dropouts.

Technical Education Emphasized - 1979

The Board is aware of technological changes in our society and supportive of the purposes of secondary vocational education, one of which is to prepare individuals for participation in advanced or highly skilled postsecondary vocational and technical education. Some of the secondary vocational education programs are designed with this purpose in mind. Curriculum development and staff development activities will also address the emphasis on technical education.

The Board policy which addresses the opportunity for a percentage of secondary education students to attend postsecondary institutions provides avenues for gifted and talented students to pursue technical education in keeping with their interest and activity.

Adult Education Policy - 1979

The Board appreciates the Council's concern for an adult education policy. Adult education, subject to the authority of the State Board of Education, has been assigned to the Community College System since 1963. It has become one of the major instructional areas of the system, and it is anticipated that adult education and its funding, in keeping with Chapter 115-D, will continue to be the responsibility of the State Board for Community Colleges. However, the State Board of Education will continue to review the position of adult education as it relates to the public school program.

Comprehensive Long-Range Planning - 1980

The Board supports and insists upon continued long-range planning as a vital component of secondary vocational education. A greater emphasis is being devoted to the planning process. Implementation facilitates continued consultant services/technical assistance to local education agencies in the planning process.

Systemwide and institutional planning is expected to evolve from a major planning document currently in preparation by the secondary vocational staff. This document will highlight the major focus of the system. The secondary system will communicate and cooperate with other state agencies in the planning process.

Influence Federal Education/Labor Legislation - 1980

There currently exist processes and procedures for influencing federal and state legislation. Personnel are assigned to perform this function both in the state and in Washington, DC. The Board's observations do not warrant a course of action that would expand the number of personnel performing this function; however, improved communications and cooperation will be encouraged.

Policy for the Education of the Incarcerated - 1980

The Board is supportive of the task force created by the Department of Corrections with representation by the Department of Public Instruction, Department of Community Colleges, Department of Cultural Resources, Department of Administration, and Department of Corrections. The task force will develop a correctional education philosophy, policy, and curriculum which should serve to improve the education and employment training needs of the incarcerated.

Review Facility and Program Applications - 1980

The Board adheres to the belief that local construction and program plan development is the responsibility of locally constituted boards, governing bodies, and their designees pursuant to legislatively assigned roles in the local education agency. The secondary vocational department provides consultant services/technical assistance to promote comprehensive planning designed to assist in the development of qualitative and quantitative program planning and facility utilization. Appropriate procedures, personnel, resources, and materials are utilized to provide this service.

Emphasize Emerging Fields of Inquiry - 1980

The Board promotes the never ending quest for knowledge. Therefore, inquiry into emerging fields of opportunity impact on the human capacity to excell and explore to the heights of all imagination. The multi-faceted planning processes which involve a variety of resources, individuals, and agencies promotes the immediacy and future expectations for new and emerging education and employment training fields. The utilization of manpower data, economic trends, and all other available information will be utilized as a basis for determining future programs which prepare individuals for emerging fields of inquiry.

Recent accomplishments by the Division of Vocational Education include the addition of instruction in the fields of computer literacy and solar energy. A publication, North Carolina Secondary Vocational Education 2000, has been produced as a resource to be used for curriculum development, program direction, and policy proposals over the next two decades.

RECOMMENDATION 2. Determine the construction needs of the Community College System.

Since the creation of the community college system in 1963, federal, state and local funds have been used to meet construction needs. Only one institution, Brunswick Technical College, is using temporary facilities at this time. Long-range plans, which have been completed by each institution, indicate the anticipated need for new facilities. These plans will be up-dated periodically. However, it would appear at the present time that federal and state resources for construction will not be available and interest rates do not make bond issues as viable an alternative as they once were to provide the resources to meet construction needs.

RECOMMENDATION 3. Determine the training needs for local advisory groups and provide that training as a regular activity.

Advisory committees have been used continuously in the development of the community college system. In 1972, a guide instructing in the use of advisory committees was revised and provided for use in all postsecondary institutions. Additional guidelines are available from the American Vocational Association, the American Association of Community and Junior Colleges and the National Center for Research in Vocational Education. A survey will be done to determine if additional information on utilizing advisory committees is needed and what additional activities might be needed.

RECOMMENDATION 4. Determine the value of the Council's recommendations over the last five years, 1976-80.

The State Board of Community Colleges was established by the State Legislature and become an independent, functioning Board on Januaryl, 1981. Prior to that time the community college system operated under the State Board of Education.

Development of Overall Statewide Policy - 1976

The original community college legislation allowed postsecondary institutions to permissively offer technical and vocational education. The State Board of Education was instrumental in having the legislation amended which required every postsecondary institution to offer technical and vocational education.

Development of a Master Plan for Vocational Education - 1977

The present community college act, GS 115D, and Board policies constitute the master plan for vocational education at the postsecondary level. GS 115D delineates the role of postsecondary institutions, the population to be served, categories of programs to be offered, the role of the State Board, the role of Boards of Trustees and fiscal matters.

Funding Vocational Education - 1978

Funding of vocational education at the postsecondary level varies nationwide. It is difficult to state that one system of allocating funds is superior over others. Many states allocate funds on the basis of FTE, as does North Carolina. The State Board of Community Colleges is studying this complex FTE funding question to determine if the present system of allocating funds is best suited for North Carolina.

Curriculum Development - 1978

The development of curriculum has changed to a compentency based model. The development of curriculum is articulated with secondary vocational education consultants, teachers, instructors and representatives of business industry, and agriculture. A description of the Duplin County project which is a model in this regard, is detailed in the secondary portion of this chapter.

Staff Development - 1978

Staff development has many facets. The University of North Carolina and its multiple campuses plus private colleges and universities produce the major supply of instructors needed by the postsecondary system. In-service training is provided also by some of these colleges and universities. The capabilities of staff representatives and the facilities of business and industry is used also in providing in-service training. A curriculum titled "Associate Degree for Vocational Instructors" has been offered for more than 10 years by several community and technical colleges. This curriculum is available to any secondary or postsecondary vocational instructor and includes courses in teaching methods. The Staff Development section of the Department of Community Colleges has developed a program titled "Professional Development Institute". This program is designed to provide an additional means of assisting in the professional development of faculty and staff.

Comprehensive Evaluation System - 1979

Since the State Board of Education dropped its roll as an accrediting agency, a comprehensive evaluation system has been developed to provide an evaluation of the postsecondary system. The results of this evaluation are listed in Chapter 4 of this Accountability Report.

Emphasis of Technical Education - 1979

The increase of enrollment in technical education over the last three years indicates that technical education has been emphasized.

Consistent Policy on Adult Education - 1979

The State Board of Education was instrumental in getting additional funds for Adult Basic Education and for courses in high school completion for adult students. Cooperation with the Community Schools project in providing courses exists between local educational agencies and postsecondary institutions. The net result is that additional courses are available to adults at locations more convenient to adults throughout the State.

In addition the State Board of Education adopted an interpretation of the role of public schools and community colleges at its June, 1980 meeting.

Comprehensive Plan for Education - 1980

Comprehensive planning for the community college system includes input from institutional presidents, boards of trustees and long range plans of the institutions. This information coupled with other information will be used to develop a comprehensive plan which will conform to policy on planning which was adopted by the State Board of Community Colleges on March 11, 1982.

Strategy to Influence Federal Legislation - 1980

A change in the present structure of influencing federal legislation does not seem to be warranted at this time. This function has been assigned to a staff member and it is being accomplished.

Policy for Training the Incarcerated - 1980

A task force, with representatives from the Department of Community Colleges, Department of Public Instruction, Department of Cultural Resources, Department of Administration and the Department of Correction, is developing a philosophy and policy which will be used to improve the education and training for employment needed by the incarcerated.

Local Review of Construction and Program Plan - 1980

Construction of facilities presently has a local review either by the County Commissioners or the voters who must approve a bond issue. Plans to offer a curriculum are developed locally but must be approved by the State Board before funds may be expended for the program. Adult extension programs and courses are determined locally to meet the immediate needs for training or retraining.

Emphasis of New Education and Training Fields - 1980

One ingredient in planning effective, needed programs is to be aware of changes in technology and translate this into needed areas of training. Business and industry new to the State or existing business and industry planning to expand is another source of determining job training needs. This information plus projections of job openings, forecasts of economic development and product development will be used to determine future job training needs.

Chapter Six

PART A

RESULTS OF COORDINATION BETWEEN VOCATIONAL EDUCATION AND CETA

Secondary

During FY81, close linkage existed between projects jointly planned by Vocational Education and CETA personnel and sponsored by CETA funds -- either Balance of State or the Governor's Special Grant. Following is a brief description of projects; these do not include many activities carried out between Prime Sponsors and local administrative units.

Education and Work Experience Program

Sixteen local education agencies received allocations of $49,093.00 each to conduct an education work experience program for disadvantaged youth beginning with the second semester of the 1978-79 school year. The program has been continued for October 1980 - September 30, 1981, with each of the sixteen local education agencies receiving approximately $105,000. The program operates through the regular school year and the summer and had early start-up in the fall of 1981. It involved a maximum of 375 students. The major thrust was to provide students an opportunity to earn while they learned. Evaluation of results was an important component of the project. A half-time program specialist (evaluator) and a half-time secretary were employed to coordinate evaluation of the project. Workshops were held for the participating schools. Workshop participants included local directors of vocational education, vocational teachers, and state staff. The project was limited to Balance of State units.

Three-Tier Vocational Education Programs

This project was a joint effort between a local education agency, a technical institute and the employing community.

The prime purpose of this articulation project was to ensure that vocational competencies developed at the secondary level would not have to be repeated at the technical institute level, thus, enabling students earlier full-time employment. The program included a strong counseling component. Counselors worked with the technical institute, the employing community, and their respective school to attain accurate knowledge in order to counsel students on marketable skills needed to assist in getting jobs, holding jobs, and job placement.

Extended Day School

Approximately $2 million from CETA funds were expended at 21 cites to 16 LEAs. Some primary objectives were to retain potential dropouts and get students who had already dropped out to return to school. The program was a combination of school and work.

Heavy focus was given to career awareness, vocational counseling, and job placement. Approximately 250 students were placed in the private sector. The remaining 350 students worked in public services employment.

Youth Opportunity Specialist Program

Approximately 3,200 students were served at 70 sites involving 65 LEAs. This program was directed at hard-core students who were provided technical training, career guidance, and through the vocational cooperative education teachers, many students received job placement in the private sector. There was a significant decrease in dropouts and absenteeism among students in this program.

Occupational Development and Placement Center Project

This project was designed to provide diagnostic, counseling, guidance, job placement and referral service to 20-40 economically disadvantaged students per center. Two centers were begun in the summer of 1981, pilot tested and expanded to 8 centers in October of 1981. A job placement person was employed to work closely with the local vocational director in these centers.

Vocational Education Exploratory Experience Program

Nine LEA's (1 per educational region and 1 at large) were selected and funded under this program designed to serve approximately 135 students.

The target group was disadvantaged students, ages 14-21, who had not developed job selection, seeking, finding, getting, and keeping skills. The program ran for 7 weeks, 7 hours per day. The project included 5 phases: (1) base knowledge and preparation for field experiences, (2) preparation of mini task analysis of jobs, (3) assessment of jobs observed in terms of self-interest, (4) development of individual education plans for further exploration, and (5) evaluation of experiences as a basis for planning further vocational study. A vocational teacher and guidance counselor staffed each program.

Education/Work Experience Program

Twenty-five LEAs representing all educational districts served 375 students in a combined education and work experience program. (An employability development plan was developed for each student) The program was designed in 2 phases. Phase I regular school in which students worked a minimum of 15 hours per week in the public sector.

Phase 2 of the program occurred during summer school in which students' work experience was 4 hours per day in the public sector. The development plan for each student, prepared during phase one, continued through phase 2. Each student was placed in work situations as closely related to his/her career goal as possible.

School credit toward graduation requirements was awarded to those who satisfactorily completed the program.

The following Executive Summary was taken from a final report of a project, funded by CETA/Special Governor's Grant, entitled, "Three-Tier Vocational Education Program: A Report of Results and Approach," published by Duplin County.

This model is being disseminated to other LEAs and is currently receiving private funds in some areas for duplication, and continued implementation in Duplin County.

AN EXECUTIVE SUMMARY

THREE-TIER VOCATIONAL EDUCATION PROGRAM

The results that make a difference

WORKERS WHO BETTER MEET THE JOB REQUIREMENTS OF EMPLOYERS:

Based upon observations of students by teachers and other educators and comments of representatives of the employing community, employability skills including attitudes of students entering the world of work have been improved. According to Tom Yates, Personnel Manager of Guilford East, a textile manufacturer and division of Guilford Mills, this knowledge reduces the amount of time needed to properly orient the student to the job. There has been significant improvement in the attitude of students entering the work force in Duplin County according to local personnel managers and the Vice-President of Mount Olive Pickle Company. Each student participating in the Three-Tier Program developed an employability plan with the counselor.

REDUCTION IN YOUTH UNEMPLOYMENT:

Through a placement service in the four high schools in Duplin County, youth unemployment has not been a problem. At the National level the government's September 4, 1981 unemployment report shows a record unemployment rate of 45.7% for black and other minority teenagers. For North Carolina in 1980, the unemployment rate for minorities, ages 16-19, was reported by the Employment Security Commission as 31.1%. Elizabeth Grant of the Employment Security Commission states, "In Duplin County, with the help of the Three-Tier Program, local industry and other agencies, we were able to place 261 youth on jobs this summer. In addition to those jobs with industry and other agencies, approximately 400 youth worked in agricultural work. Your counselors have been immensely helpful to all our staff in working with the youth. I've never worked with any program that has a more positive impact than the Three-Tier Vocational

Program. You and this program have motivated the whole county. The self-esteem given these young people is immeasurable. They are being successful in entering the world of work...we have been one of the North Carolina counties without a summer youth employment problem." In addition to the successes cited by Mrs. Grant, Mr. Bill Hennessee, Executive President of Cates Pickle Company indicated some students had been able to earn more than $300 per week. The Three-Tier Program provided counseling and placement services for 495 students during the 1980-81 school year. Of the students served by the program, 426 were minorities. Minorities represented 86% of the students involved in the program. Many of the students who participated in the Three-Tier Program are considered to be high-risk students or difficult to place. Some have potential but are "underachievers."

IMPROVED ATTENDANCE IN DUPLIN COUNTY SCHOOLS:

During the 1980-81 school year, the attendance rate in the six schools involved in the Three-Tier Program improved by 2.41% over the 1979-80 school year. A majority of the 494 students who participated in the program during 1980-81 improved their school attendance record. In the Three-Tier schools during the past year, there were 70.39% fewer absences per day. During the year this would have amounted to 12,670 student days in attendance lost. Based on records according to principals and teachers, attendance for students who had a history of absenteeism has significantly improved.

IMPROVED ACHIEVEMENT ON THE PART OF STUDENTS PARTICIPATING IN THE THREE-TIER PROGRAM:

Through counseling and other services rendered to students participating in the Three-Tier Program, school records indicate an increased number of students are being successful. In a study of the seniors graduating in 1981, it was found that during the two-year period, 62% of the seniors in the program had an increased grade point average. There is also a relationship of achievement test scores to attendance in Duplin County. California Achievement Test (CAT) data shows a relationship between good attendance and student performance or achievement. The CAT results for 1980-81 ninth grade students in Duplin County illustrate the relationship of attendance and performance. Ninth grade students who were adsent 0-7 days scored on the total battery a grade equivalent of 10.0; students absent 8-14 days scored 9.0 one grade equivalent lower; students absent 15-21 days scored 7.7; and students absent more than 21 days scored 6.3.

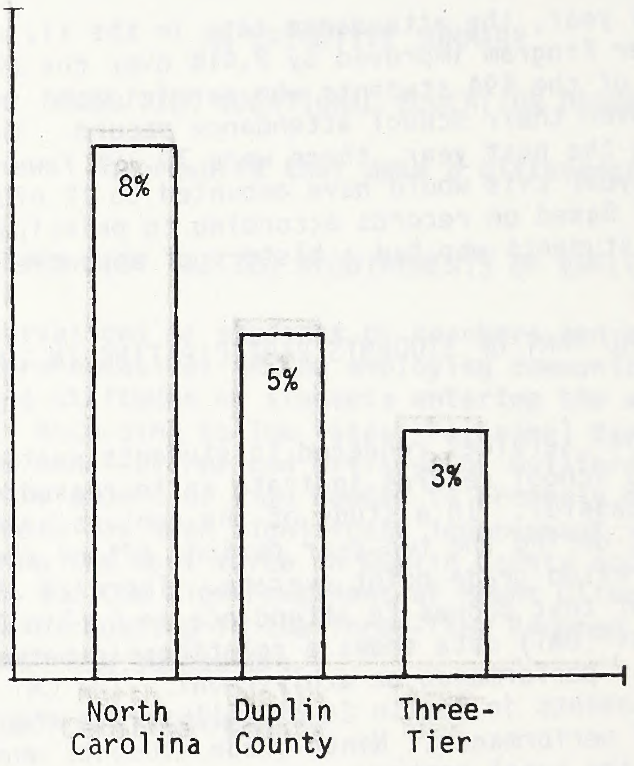
REDUCTION IN DROPOUT RATE IN THE SCHOOLS OF DUPLIN COUNTY:

During the administration of Governor Hunt, emphasis has been placed on reducing the dropout problem in the public schools of North Carolina. The Three-Tier Program, funded through CETA by a Governor's Special Grant, provides evidence that the dropout rate can be reduced.

According to the 1980 report from the North Carolina Department of Public Instruction, an estimated 8% of North Carolina's high school students droped out of school during the 1978-79 school year. The rate in Duplin County during 1980-81 was slightly above 5%. The Three-Tier Program serving high-risk students, economically disadvantaged and handicapped youth in grades 9-12, had a dropout rate of 3.24%.

The graph below highlights the comparison of dropout rates in North Carolina and Duplin County with the Three-Tier Program.

COMPARISON OF DROPOUT RATES



The program has had a positive effect by reducing the number of dropouts from high school in Duplin County. During the 1980-81 school year, the dropout rate decreased by 14% when compared with 1979-80.

ARTICULATION TESTING HAS SIGNIFICANT GROWTH:

At the close of the 1979-80 school year, 87 Duplin County high school seniors took competency tests in auto mechanics and 54 were tested in the area of business education. Credit was earned for 155 courses at James Sprunt Technical College. In May, 1981, 29 students took the auto mechanics test with 42 courses earned. In the area of business education, 150 students were tested. These 150 seniors earned credit for a total of 336 James Sprunt Technical College courses that are aplicable toward a degree in business education. Two students earned credit in health education. The 1981 articulation testing program was most successful in the history of articulation in Duplin County.

IMPACT AT JAMES SPRUNT TECHNICAL COLLEGE:

Another significant outcome has been an increased number of students in vocational programs who have made application to James Sprunt Technical College during the two years of the Three-Tier Program. During each of the two years of the program, 20% of all graduating seniors in Duplin County elected to attend James Sprunt Technical College. This represents a 52% increase over the years prior to the Three-Tier Program.

PLACEMENT AND SURVEY RESULTS:

In each of the two years the Three-Tier Program has been able to successfully place at least 95% of the seniors graduating from high school who participated in the Three-Tier Program, either in jobs or an institution for further development of job skills. The placement data for 1980-81 academic year is based upon information available at the close of the school year. In a survey of students, grades 9-12, participating in the program, 96% concluded that the Three-Tier Program had been helpful and 95% concluded that the experience in the program would help them get and keep a job. Students also recommended that this type of program should be available to all students. Counselors were effective in working with them according to 97% of the participants responding to the survey.

LINKAGE WITH OTHER AGENCIES ARE COOPERATIVELY MAINTAINED:

Other agencies include the Employment Security Commission, National Association of Retarded Citizens, Mental Health Department, private colleges, and others. Through linkage with other agencies, utilization of materials, equipment, and services have been available to the students participating, thereby providing a program of increased value to the student at less cost to the taxpayer. Through linkage, more effective planning resources for training of youth are better utilized. The main result of this linkage, according to members of the employing community, is a more orderly transition from school to work.

PARTNERS IN EDUCATION:

A strong relationship has been developed with the employing community because of the partnership which has been established between Duplin Public Schools and James Sprunt Technical College. This partnership results in educational programs which are better designed to meet the job requirements of this community. For example, with assistance and cooperation of business and industry, an educational model has been developed regarding worker excellence and attitudes. Business and industry involvement has increased dramatically.

POSTSECONDARY

The North Carolina Community College System was involved to a great extent in CETA activities during the 1981 federal fiscal year. There was continued close coordination and liaison activities with the North Carolina Employment and Training Council, the thirteen local Prime Sponsors, and other agencies. In the following paragraphs the major CETA activities which the Community College system was involved are described.

CETA COORDINATION AND LIAISON ACTIVITIES

The Department of Community Colleges conducted a project to coordinate the educational service programs and develop linkages between the North Carolina Department of Community Colleges and the North Carolina Employment and Training Council Office, each of the Prime Sponsors and other state agencies for the planning and implementation of CETA and other employment and training programs. The major activities included:

(1) The development of a conceptual framework for use by one prime sponsor to implement a comprehensive systematic plan to provide employment and training services for youth by integrating a variety of services.

(2) Participation in state level Interagency Coordinating Committee to promote cooperation and coordination among state agencies in employment and training activities. One major project conducted was the North Carolina Job Fair Project in which 76 employers and 3,762 applicants were assisted in seeking employment due to reduction in force and unemployment as a result of federal and state budget cuts.

(3) Participation with the Department of Commerce in the conduct of nine workshops to promote community and economic development.

Governor's Supplemental Vocational Education Assistance Grant (CETA 6% Funds) Activities

Some 6,225 CETA students were provided occupational and educational training programs by the 58 community college institutions and other educational and employment and training institutions and other educational and employment and training institutions at a cost of $2,162,906 through the Governor's Supplemental Vocational Education Assistance (6%) grant under CETA during the federal fiscal year 1981. Some 2,711 students were individually referred to the various occupations provided through regular curriculum programs; 729 students were provided occupational training in class size structured programs; 1,192 students were enrolled in adult basic education and general education development programs; 190 students were provided pre-vocational training; 1,473 students were enrolled in an orientation and motivation (human resource development) program; and 748 students were provided counseling and job development and placement services. Some of these students were enrolled in more than one program. Also, some of these funds were used to pay allowances for 885 students while they were in training.

(4) The publication of a CETA Guide for use by the Community College System to facilitate the delivery of CETA programs.

(5) Increased emphasis on liaison activities with the North Carolina Employment and Training Council that included the State President and staff of the Department of Community Colleges making five presentations on programs related to CETA and Employment and Training.

CETA SPECIAL GRANT PROJECTS

Nine community college institutions along with the staff of the Department of Community Colleges conducted thirteen different CETA employment and training projects funded with $778,511 from the Governor's Special Grant (1%, 4% and 5%) funds during 1981 federal fiscal year. The following is a summary of the thirteen projects:

(1) Special Needs Assistance Project (SNAP) conducted by Rockingham Community College with a funding level of $113,965. This project was designed to recruit up to 35 untrained/undertrained handicapped individuals and assist them in their training programs and in gaining meaningful employment.

(2) Veterans Outreach Services project conducted by Central Piedmont Community College with a funding level of $30,000. This was a demonstration project which served 6,372 veterans to assist them in gaining employment and becoming self-reliant.

(3) Education Institutional - CETA Prime Sponsor Linkages project conducted by Central Piedmont Community College with a funding level of $75,012. This project was to develop and put into operation an innovative mechanism which would facilitate all of the processes related to CETA programs involving a community college institution and a prime sponsor.

(4) Haywood County Human Services Interagency Computer System project conducted by Haywood Technical College with a funding level of $59,500. This project was continued from the previous fiscal year to develop a computerized information sharing system involving up to twelve agencies in the county to facilitate CETA programs.

(5) Dropout Information Feasibility Project conducted by Wayne Community College with a funding level of $31,129. This project was initiated during the previous fiscal year to determine the cost of a statewide dropout information system dealing with high school dropouts.

(6) Vocational Skills Review Films project conducted by Caldwell Community College with a funding level of $30,525. This project was to produce 75 single concept review films to augment instruction in four occupational programs.

(7) Guilford County Dropout Assessment Project conducted by Guilford Technical Institute with a funding level of $22,915. This was a research study of the profile of Guilford County high school dropouts that was initiated during the previous fiscal year.

(8) Guilford Technical Institute Dropout Services Center with a funding level of $95,959 was conducted as the result of the dropout assessment project to provide services to school dropouts.

(9) Non-graduate Recruitment and Counseling Project conducted by Stanly Technical College with a funding level of $8,942. This project was to provide services for out-of-school non-graduates from high school or high school equivalent programs.

(10) Industrial Needs Coordination Project conducted by Mitchell Community College with a funding level of $14,539. This project involved six community colleges/technical institutes to inventory, survey, and identify gaps of training provided and employer needs.

(11) Human Resource Development (HRD) Assessment research project which was conducted through the Department of Community Colleges with a funding level of $94,666. This research project was to assess the impact of the HRD program which is offered by community college institutions.

(12) Model Dropout Information Project conducted by Sandhills Community College with a funding level of $24,592. This project was to develop a model for use in addressing school dropout problem in the state.

(13) CETA Liaison/Coordinator Project conducted by the Department of Community Colleges with a funding level of $37,149. This project was continued from the previous year to conduct coordination and liaison activities with prime sponsors, state agencies, and employment and training agencies.

Local Community College Institution Effort

All the 58 community college institutions provided the usual educational and training programs under Title II-B, Training Activities for the Economically Disadvantaged, of CETA in agreement with the local Prime Sponsors in their service area. In addition there was increased involvement of community college institutions in Prime Sponsor training and employment programs connected with business and industry under CETA Title VII, Private Sector Initiative Program (PSIP).

LOCAL ADVISORY COUNCIL PARTICIPATION

1. All eligible recipients have been notified of the requirements to establish Local Advisory Councils. Furthermore, the State Board of Education certifies that eligible recipients have been notified of the responsibility to establish such councils.

2. Local directors and administrators have been informed of the requirements and functions of local advisory councils and that the council shall be composed of representatives of the general public including at least a representative of business, industry and labor. Other individuals representing consumer interests, parenting responsibilities and employment and training councils should be included also.

3. Local applications from eligible recipients indicate by name, race and sex the membership from each clientele group.

4. The certification of each local application attests that a local advisory council has been involved and has advised on (a) current labor market needs and the relevancy of proposed programs; and (b) development of the local application.

   Changes reflected in local applications concerning program enrollment, program offerings and funding can be attributed, in part, to the involvement of local advisory councils. These changes are reflected in the state plan.

5. An agreement between the State Board of Education and the State Advisory Council helps accomplish the purpose and objectives of local advisory councils.

6. State staff members work closely with eligible recipients in developing plans and applications prior to approval and in providing follow-up.

7. Joint advisory councils are being used by some local educational agencies and postsecondary institutions. In addition to this approach, representatives of local educational agencies serve on postsecondary advisory councils and postsecondary representatives serve on local educational agency advisory councils.

RESULTS OF PARTICIPATION OF LOCAL ADVISORY COUNCILS

SECONDARY

The State Board has notified all eligible recipients of the requirements to establish local advisory councils. Furthermore, the State Board certifies in the State Plan that such eligible recipients have established such councils.

The local application for state/federal funding from eligible recipients indicates advisory council members by clientele group served, race and sex.

Based on a 30% random sample of LEA vocational education annual applications for state/federal funding submitted for FY81, the following is the composition of local advisory committees, (by clientele group represented) assuming the sample is representative of the state:

Table 21: Composition of local Vocational Advisory Councils

Clientele Group Represented	Percent of Total	Projected Total for State
Business	17.3	369
Industry	11.3	239
Labor	11.6	246
Trade	6.0	126
Technical	2.8	60
Office	4.1	87
Health	6.3	133
Home Economics	7.3	156
Agriculture	7.7	163
Marketing & Distribution	3.3	70
Education	9.5	203
Industry Hunters	1.3	27
Employment & Training Agencies	1.9	40
CETA	2.3	50
ESC	0.6	13
Parents	4.4	93
Other (specify)	3.0	61
Totals	100.1	*2,136

Student
Law Enforcement
State Government
Homemaker
Manpower Reprsentative
FHA
Community Schools

*Discrepancies due to rounding

It should be noted that the count is unduplicated. Many persons represented more than one clientele group.

Projected Statewide Composition of Advisory Councils by Race and Sex

Based on the 30% sample, the projected statewide composition of advisory councils by race and sex is as follows:

Race and Sex								
White		Black		** American Indian		Other		Total
M	F	M	F	M	F	M	F	
954	502	353	309	3	3	3	0	2127

**American Indians are more concentrated in several geographical areas of the state, most of which did not fall within the random sample.

Projected Statewide Advisory Council Activities

Local planners and administrators have been informed of the requirements and functions of local advisory councils.

To determine whether advisory councils were meeting these requirements, the same 30% sample of FY81 local applications was examined. Assuming the sample to be representative, an extrapolation was made to project statewide advisory council activities.

Table 22: Projected Statewide Advisory Council Activities

	Number of Occasions During Fiscal Year This Activity Occurred		
Activities	Council	Individual	Sub-Group
Orientation Meeting(s)	166	382	70
Review Occupational/Community Surveys (Job Needs)	146	339	106
Advise on Course Content (Relevance of programs)	203	472	113
Review of Student Placement Data	116	416	67
Equipment and Facility Planning Recommendations	120	379	83
Identification of Potential Vocational Teachers	37	203	23
Identify Community Resources to Support Vocational Education Programs	163	446	106
Review Evaluation Data	103	190	63
Advise on Local Plan Development			
(a) Continuing Plan	126	313	153
(b) Annual Plan & Application	153	329	150
Conduct Program Visitations in the LEA	126	353	143
Conduct Program Visitations outside the LEA	37	66	50
Other (specify)	17	93	3
Totals	1,513	4,080	1,130

Job Opportunity Day
Student of the Year
Donation of Materials & Equipment
Youth Banquet
Tour Industry

Analyzing the projection of activities statewide based on the number of occasions during the fiscal year the activity occurred, it appears that there were different emphases of activities by categories or groups, e.g. council meetings, individual meetings, and sub-group meetings.

Following is a listing of the top five priority activities, other than orientations, by each category:

Council	Projected Number of Times Activity Occurred during FY81
Advise on Course Content (Relevance of programs)	203
Identify Community Resources to Support Vocational Education Programs	163
Advise on Local Plan Development (b) Annual Plan & Application	153
Review Occupational/Community Surveys (Job Needs)	146
Advise on Local Plan Development (a) Continuing Plan	126
Conduct Program Visitations in the LEA	126
Individual	
Advise on Course Content (Relevance of programs)	472
Identify Community Resources to Support Vocational Education Programs	446
Review of Student Placement Data	416
Equipment and Facility Planning Recommendations	379
Conduct Program Visitations in the LEA	353
Sub-Group	
Advise on Local Plan Development	
(a) Continuing Plan	153
(b) Annual Plan & Application	150
Conduct Program Visitations in the LEA	143
Advise on Course Content (Relevance of programs)	113
Review Occupational/Community Surveys (Job Needs)	106
Identify Community Resources to Support Vocational Education Programs	106